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ABSTRACT

This annotated listing cites tests, guides, dissertations, journal articles, research reports, reference materials, and conference papers and proceedings regarding tests and testing for bilingual children. Items cited were published between 1964-81. The listing is one of a series of bibliographies from a computerized database, Bilingual Education Bibliographic Abstracts. The 85 entries were compiled to provide access to resources, materials, research, and developments in testing. Each entry contains an abstract describing the contents of the materials. Both a title and an author index are included. (Author/PN)

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TESTS AND TESTING FOR BILINGUAL CHILDREN: A BIBLIOGRAPHY OF LITERATURE

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TESTS AND TESTING FOR BILINGUAL CHILDREN:
A BIBLIOGRAPHY OF LITERATURE

Compiled by

Judith Kirsch

National Clearinghouse for Bilingual Education

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INTRODUCTION

Tests and Testing for Bilingual Children: A Bibliography of Literature is the latest in a series of topical bibliographies derived from a computerized database, Bilingual Education Bibliographic Abstracts (search label BEBA). The database currently includes over 8,000 bibliographic records and is updated monthly. This very unique file on bilingual bicultural education also includes related topics, such as linguistics, second language instruction, culture, and ethnicity. BEBA is produced by the National Clearinghouse on Bilingual Education (NCBE), an information center that is operated by InterAmerica Research Associates, Inc., under a contract from the Office of Bilingual Education and Minority Languages Affairs and the National Institute of Education.

This bibliography was compiled to provide access to some of the latest resources, materials, research, and developments in testing. It is a collection of 85 entries indexed with descriptors from the ERIC Thesaurus and searchable through the Bibliographic Retrieval Services (BRS) search facilities. The citations included in this selected bibliography were retrieved with the following descriptors:

Testing	Testing Problems
Tests	Test Interpretation
Test Selection	Test Items
Test Reviews	Test Norms
Test Validity	Test Reliability
Test Bias	Test Results
Test Construction	Measurement

Each entry contains a thorough abstract describing the contents of the material. Every effort has been made to provide complete information on the availability of each document represented by these entries. For journal articles, information is located in the Source Field, labeled SO in the key on the following pages. For most research reports, government reports, and other types of documents, availability is indicated in the field labeled AV. The source journal or availability address, not the Clearinghouse, should be contacted for further information or purchase of the document.

A sample entry with field code explanations appears on the next page.

BEBA SAMPLE RECORD

Accession Number	AN	002457
Title	TI	Implications for U.S. Bilingual Education: Evidence from Canadian Research
Series Statement	SE	Focus, No. 2 (series)
Publication Date	YR	(month/year) Feb80
Author(s)	AU	Tucker, G. Richard
Originating Institution or Corporate Source	IN	National Clearinghouse for Bilingual Education, Arlington, VA (BBB15933)
Sponsoring Agency	SN	InterAmerica Research Associates, Rosslyn, VA (BBB16270)
Geographic Source	GS	U.S.; Virginia
Issue (C=Curricular; N=Noncurricular; J=Journal)	IS	N
Publication Type Code	PT	150; 120
Availability	AV	National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (free)
Descriptive Notes	NT	(4) p. Paper presented at the Annual National Title VII Bilingual Education Management Institute (Third, Washington, D.C., November 4-8, 1979).
Subject Descriptors (from Thesaurus of ERIC Descriptors) (*denotes major descriptors)	DE	*Bilingual Education; Elementary Education; Educational Research; *Program Effectiveness; *Immersion Programs; *Second Language Learning; Language Programs; *Native Language Instruction; *Language of Instruction; French; Socioeconomic Status
Subject Identifiers	ID	Canada
Subject/Target Language Code	LC	A.1.1; A.2.2.2
Abstract	AB	This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States...
Date Processed	DT	800623
Copyright Status (Y=yes; N=no)	CP	N

****

ERIC Accession Number	ER	
Grant, Contract, Project, and/or Report Number	NO	Additional data elements not shown in this sample record.
Source Journal Citation	SO	
Government Level (official documents)	GV	

AN 000115
TI How to Write Criterion-Referenced Tests for Spanish-English Bilingual Programs.
YR (month/year) Aug78
AU Tombari, Martin; Mangino, Evangelina
IN National Dissemination and Assessment Center, Austin, Tex.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
IS C
LG English; Spanish
AV National Dissemination and Assessment Center, 7703 North Lamar Blvd., Austin, Texas 78752 (ISBN 0-89417-519-X; $3.00)
NT 125 p.
DE *Criterion Referenced Tests; Educational Objectives; Bilingual Education; *Testing; Programed Texts; *Teaching Guides; Programed Instruction; *Test Construction
LC A.1.1; A.2.5
AB This module is intended to serve as a step-by-step guide to writing criterion-referenced tests. It can be used by teachers, curriculum writers, and students as a text in a college course, as a module in an inservice training program, as a self-paced learning guide, or as a professional reference tool. The following skills necessary to constructing a criterion-referenced test form a hierarchy; i.e., one step is prerequisite to the next: (1) write instructional objectives, (2) rewrite poorly written objectives, (3) prepare a content outline, (4) write test items that match objectives, and (5) write various item types. Each step is presented in individual units with examples and exercises. The last chapter contains a list of relevant questions and answers related to criterion-referenced testing. The concepts are presented in English and summarized in Spanish. (JB)
DT 020979
CP N

AN 000512
TI Developing and Disseminating Assessment Instruments for Limited-English-speaking Children: A Needs Assessment.
YR (month/year) Sep77
AU Locks, Nancy A.; Pletcher, Barbara P.; Reynolds, Dorothy F.
IN American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. (CIQ02000)
SN National Inst. of Education (DHEW), Washington, D.C. (BBBO6621)
NO C 400-76-0165
IS N
AV American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302
NT iv, 49 p.
DE Test Construction; *Testing; Student Testing; *Bilingual Education; Children; Bilingual Students; Chinese; Chinese Americans; French; Italian; Italian Americans; Navajo; American Indian Languages; American Indians; Portuguese; Portuguese Americans; Spanish; Spanish Americans; Spanish Speaking; Tagalog; Indonesian Languages; Elementary Education; *Needs Assessment; *Tests; *Measurement Instruments; English (Second Language)
ID Franco Americans; *LESA; *Limited English Speaking Ability
LC A.2.2; A.2.5; A.2.1; A.2.4; K.1.2; R.3.3
AB Information is presented in this annotated listing on the assessment instrument needs of students in kindergarten through grade six whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish,

or Tagalog. The first section lists, by language group, assessment instruments available for review, unavailable for review, or under development as of April 15, 1977. Also noted are the assessment instrument needs most frequently expressed by bilingual educators. The second section discusses priorities for future development and dissemination of bilingual assessment instruments for limited-English-speaking students in kindergarten through grade six. Sample questionnaires and other materials used to gather data appear in the appendixes. A bibliography cites three sources. (SH)
DT 790705
CP N

AN 001422
TI Practical Guide To Commonly Used Standardized Achievement Tests: 1979.
YR (month/year) Jul79
AU Babcock, Marilyn
IN Dissemination and Assessment Center for Bilingual Education, Austin, Tex. (BBB11270)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Texas
IS N
LG English
PT 142; 055
AV Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar, Austin, Texas 78752 (ISBN 0-89417-299-9)
NT 35 p.
DE Elementary Secondary Education; English; Spanish; Spanish Speaking; Preschool Education; Tests; Norm Referenced Tests; Minimum Competency Testing; *Achievement Tests; Standardized Tests; *Test Norms; *Test Selection; Academic Achievement; National Competency Tests; Achievement Gains; Educational Testing; *Test Reviews; Reading Tests; Language Tests; *Mathematics; Test Reliability; *Language Proficiency; Basic Skills; Learning Readiness
LC A.1.1; A.2.5
AB This guide is designed to assist prospective test users in the selection of an instrument that suits their assessment needs. The tests listed include 7 readiness tests (prekindergarten and kindergarten), 10 English reading and mathematics tests (grades 1-12), and 2 Spanish achievement tests (grades 1-12). The information presented in each test description includes: (1) the levels and forms of the test appropriate for each grade level, (2) information on the norming population and norming dates, (3) relative advantages or disadvantages of the norming procedure and other features of the test, (4) types of scoring services available, and (5) other evaluative services available through the publisher. Addresses and telephone numbers of publishers are provided in a separate listing. (HJM)
DT 800713
CP Y

AN 001427
ER ED162528
TI Testing: Fourth in a Series.
SE Teaching English as a Second Language: Perspectives and Practices (Series).
YR (month/year) 78

AU Light, Richard, ed.; Wellman, Laurie
IN New York State Education Dept., Albany. Bureau of Bilingual Education.; New York State Univ. System, Albany. (LBB01014)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C G0077C0041
GS U.S.; New York
IS N
PT 020; 070; 120
AV University of the State of New York, State Education Department, Bureau of Bilingual Education, Albany, New York 12234 (supplies are limited); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($4.67, microfiche $0.83, ED162528)
NT v, 83 p.
DE *Testing; *English (Second Language); Achievement Tests; Language Proficiency; Lateral Dominance; Cloze Procedure; Intelligence Quotient; Minority Group Children; Computer Oriented Programs; Instructional Materials; *Language Tests; Bilingualism; Testing Problems; Test Construction; Test Interpretation; Scoring; Culture Free Tests; Language Skills; Listening Comprehension; Reading Comprehension; Language Dominance; *Second Language Learning; Speech Skills; Writing Skills; *Tests; Intelligence Tests; Audiolingual Skills; State Of The Art Reviews; Essays
LC A.1.1
AB This collection of essays, the fourth in a series of six volumes, is designed to assist educators working with students whose native language is other than English. The series provides resource information relevant to the processes of second language teaching and learning, encompassing both theory and practical learning techniques. The five essays in this volume provide a state of the art review of testing methods. "Testing," by R. Cooper, provides a brief introductory guide to the construction, selection, and use of second language tests, with particular reference to tests of English. "Writing Proficiency and Achievement Tests," by S. Sako, presents test items designed to measure the four language skills as well as five combinations of these skills: listening/reading comprehension, speaking or writing production with listening comprehension, and speaking or writing production with reading comprehension. "The Assessment of Language Dominance and Proficiency," by M. Burt and H. Dulay, examines the criteria for and applications of oral bilingual measurement. "Using Cloze Procedure as an Overall Language Proficiency Test," by K.G. Aitken, discusses the construction, administration, scoring, and interpretation of cloze tests of overall language proficiency. "IQ Tests for Minority Children and a Piagetian-Based Computerized Information System as an Alternative," by E.A. DeAvila, discusses the failure of the test publishing industry to fully consider cultural and linguistic differences of minority children when constructing, publishing, and selling tests. The article also reconsiders the basic validity and utility of information produced by IQ tests. Each essay includes a list of references. Additional information includes a list of abbreviations and definitions used in the text and a list of materials available from the New York State Education Department, Bureau of Bilingual Education. (Author/TJK)
DT 800111
CP N

AN 001634
ER ED169776
TI English as a Foreign Language and English as a Second Language: An IEA Achievement Test Study.

YR (month/year) 79
AU Seshadri, C.K.; Allen, J.P.B.
SN Ontario Inst. for Studies in Education, Toronto. (SF068750)
IS N
LG English
PT 143
AV Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada (as long as supply lasts); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.82, microfiche $0.83, ED169776)
NT p. 65-82.
Bound in Working Papers on Bilingualism, No. 17, 8E001630.
DE *Achievement Tests; *English (Second Language); *Language Attitudes; Language Research; *Language Role; *Second Language Learning; Second Languages; Applied Linguistics; Second Language Instruction; Language Planning; Language Proficiency; Language Skills; Language Tests; Linguistic Theory; Sociocultural Patterns; Sociolinguistics; *Definitions
ID India
LC A.1.1
AB The difference between "foreign language learning" and "second language learning" is not clear because writers do not agree on the criteria to be used in making the distinction. Moreover, there is a lack of empirical evidence to justify the use of the two terms. The purpose of this study is: (1) to review the various criteria which have been used to differentiate between foreign language and second language learning, and (2) to examine one of the criteria systematically. The International Association for the Evaluation of Educational Achievement (IEA) has measured language achievement in ten countries where English is regarded as a foreign language. The same IEA tests were used in the present study to measure the achievement in English of a comparable sample of preuniversity students in Baroda, India, where English is considered to be a second language. The comparison did not reveal any difference in English language achievement between the two groups of students, suggesting that the nature of the distinction between a foreign and a second language requires further investigation. Twenty-five bibliographic references and four statistical tables are included.
(Author/CCM)
DT 800930
CP Y

AN 001668
ER ED135206
TI Testing in English as a Second Language: A Selected, Annotated Bibliography.
SE CAL-ERIC/CLL Series on Languages and Linguistics, No. 40.
YR (month/year) Jan77
AU Garci 'a-Zamor, Marie; Birdsong, David
IN ERIC Clearinghouse on Languages and Linguistics, Arlington, Va. (BBB11020); Teachers of English to Speakers of Other Languages. (HUR85471)
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
GS U.S.; Virginia
IS N
PT 131

AV Teachers of English to Speakers of Other Languages, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 ($1.00); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($2.06, microfiche $0.83, ED135206)
NT 24 p.
DE *English (Second Language); Language Instruction; *Language Proficiency; Language Skills; *Language Tests; Measurement Techniques; Resource Materials; Second Language Learning; *Test Construction; *Testing; Test Reviews; *Tests; Elementary Secondary Education; Higher Education; Adult Education; Annotated Bibliographies
ID *Language Assessment
LC A.1.1
AB This bibliography on testing in English as a second language (ESL) is divided into four sections. Section 1, "Second Language Testing," includes texts and articles that treat the general aspects of second language testing. Many of the theories, techniques, and tests discussed in these works also apply to ESL. The items in the second section, "Testing Theory," provide a theoretical background to ESL testing procedures, techniques, and design, or describe research in these areas. Section 3, "Test Design," contains items describing the construction of a prototype ESL test or related experimentation. Other items provide suggestions for the design and construction of tests. The final section, "Tests and Test Assessment," contains descriptions of specific ESL test instruments and also includes evaluations of some tests. Most items in the bibliography were published after 1969. Each entry includes the date, the publisher or journal title, an annotation, and, where available, the ERIC (ED) number. (Author/CLK)
DT 791207
CP N

AN 001838
TI Fairness in Testing: Abstracts from Journal Articles, Books, and Related Documents.
YR (month/year) 78
AU Duffey, James, proj. dir.
IN National Learning Resource Center of Pennsylvania, King of Prussia. (BBB15231)
SN Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. (BBB00581); Pennsylvania State Dept. of Education, Harrisburg. (BBB10976)
GS U.S.; Pennsylvania
IS N
PT 131; 070
AV National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, King of Prussia, Pennsylvania 19406; Pennsylvania Resources and Information Center for Special Education, 1013 West Ninth Street, King of Prussia, Pennsylvania 19406
NT 282 p.
DE *Testing Problems; *Test Bias; *Educational Testing; *Minority Groups; Scoring; Test Construction; *Culture Fair Tests; Test Interpretation; *Psychological Testing; Cultural Influences; Standardized Tests; Disadvantaged Youth; Predictive Validity; Test Selection; Item Analysis; Test Reliability; Bibliographies; Literature Reviews; Abstracts
AB Providing a sampling of the literature on cultural fairness in testing, this annotated bibliography is designed to (1) present a multiplicity of issues concerning bias in testing, especially those related to minority groups; (2) offer a range of opinions and points of view on testing; (3)

review important considerations on the selection and use of tests; (4) provide educators with information on specific tests, their administration and the interpretation of test scores; (5) examine testing modifications and alternatives; and (6) serve as a resource for those engaged in test research. Cited publications were drawn primarily from education and psychology literature, based on computer searches of the ERIC system and manual searching. Section 1 contains abstracts that discuss test types and their use. Section 2 addresses the mechanics of test design and adequacy, and the necessity for considering these factors in test selection and administration. Both empirical evidence and opinions regarding the culture-bound nature of some standardized tests are provided in section 3. Section 4 chronicles the efforts that have been made to create culture fair tests. (SW)
DT 800725
CP Y

AN 001903
TI Translation Procedures for the Cross Cultural Use of Measurement Instruments.
YR (month/year) 79
AU Chapman, David W.; Carter, John F.
SO Educational Evaluation and Policy Analysis, v1 n3 p71-76 May-Jun 1979
IS J
LG English
PT 080; 070
NT 6 p.
DE *Tests; *Translation; *Culture Fair Tests; Test Reliability; *Evaluation Methods; Test Bias; Questionnaires; Material Development; *Measurement Techniques
AB This article analyzes procedures for verifying and validating the translation of tests, questionnaires, and other written measurement devices for cross-cultural uses. Demonstrated are common problems associated with the use of the "back translation" method, whereby the instrument is translated into the second language and the result is then translated back into the original language. Apparent discrepancies are modified and the procedure is repeated until a satisfying correlation is achieved. Recommendations concerning the inconsistencies in this and other popular methods of test translation are given. Ten references are cited. (SI)
DT 801218
CP Y

AN 001993
TI Nondiscriminatory Testing of Minority and Exceptional Children.
YR (month/year) Jan78
AU Alley, Gordon; Foster, Carol
SO Focus on Exceptional Children, v9 n8 Jan 1978
IS J
LG English
PT 080; 070; 120
NT 14 p.
DE *Testing; *Minority Group Children; *Culture Fair Tests; *Exceptional Persons; *Test Bias; Test Validity; Cultural Awareness; Test Norms; Testing Methods; *Student Placement; Disabilities
ID Nondiscriminatory Tests (Handicapped)

AB This article evaluates various testing methods labeled nondiscriminatory because they result in similar performance distributions across cultural groups differing in language, values, and learning styles. Current literature is reviewed as are recent advances in nondiscriminatory testing. Recommendations include: (1) examination of placement decisions for biases; (2) use of test items that reflect curriculum content; (3) indications on assessment batteries of both standardized and optional performance, as well as competencies and lack thereof; (4) realization that only a small part of a child's behavioral repertoire is tested; (5) acknowledgement of motivation as a factor in performance; (6) evaluation of administrator attitudes; (7) direction of questionable placement decisions toward the least restrictive environment; (8) development of explicit criteria for placement in special classes; and (9) development of new norms. Recommendations are also made for future research. Thirty-eight references are cited. (SI)
DT 800930
CP Y

AN 002065
TI Assessment of Reading Achievement in Two Languages. New Methods for Studying Bias.
YR (month/year) Sep79
AU Capell, Frank J.; Porcel, Antonio de
GS U.S.; California
IS NX
LG English
PT 150; 055
NT 17 p.
Paper presented at the International Conference on Frontiers in Language Proficiency and Dominance Testing (Third, Carbondale, Illinois, September 1979).
DE *Language Tests; Language Proficiency; *Test Bias; Test Interpretation; Reading Programs; Program Evaluation; Bilingual Students; *Reading Tests; *Standardized Tests; Culture Fair Tests; *Achievement Tests; Testing Problems; *Spanish
ID Limited English Proficiency; LEP
LC A.1.1; A.2.5
AB This paper discusses some general strategies for the analysis of test item and score characteristics for use in the investigation of potential sources of bias in the assessment of reading achievement of bilingual and limited-English-proficiency students. Problems inherent in the use of a standardized reading achievement test and its Spanish language adaptation are explored. A multilevel analysis approach can lead to the identification of sources of test bias. The match between the assumptions of the test development process and the features of the bilingual instructional settings in which the tests will be used needs to be examined. The multilevel analysis of between- and within-group score components is a procedure for empirically investigating the appropriateness of the assumptions implicit in the test development process; on the other hand, ordinary test analysis procedures mix distinct and often unrelated aspects of a test's functioning, generating information of equivocal utility. An analysis of the internal characteristics of tests is stressed since, at least in bilingual and limited-English-proficiency settings, different substantive interpretations are plausible for within- and between-group components of test scores. Twenty-five references are cited. (SC)
DT 800624
CP N

AN 002140
TI Testing Bilingual Students.
SE Highlights (Series).
YR (month/year) Dec79
IN ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J. (BBB03756); Educational Testing Service, Princeton, N.J. (QAT24225)
GS U.S.; New Jersey
IS N
LG English
PT 131
AV User Services Representative, ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541
NT 20 leaves in various pagings.
DE *Tests; Testing; *Bilingual Students; English (Second Language); *Test Validity; *Annotated Bibliographies; Test Bias; Test Construction; Testing Problems; Achievement Tests; Standardized Tests; Intelligence Tests; *Test Selection; Nonverbal Tests; Verbal Tests; Language Proficiency; *Language Tests; Minority Groups; Elementary Secondary Education; Language Dominance; Minority Groups; Cloze Procedure; Abstracts
LC A.2.5; A.2.5.6; R.3.3; A.2.2; A.2.1; A.2.4; K.1.2; D.1; F.1.2; D.1.1; B.1.3; L.0; M.0; N.0; P.0; Q.0; T.0; R.0; S.0; U.0
AB An annotated bibliography listing 61 documents and journal articles concerning testing of bilingual students is contained in this computer search of the Educational Resources Information Center (ERIC) database. The materials include verbal and nonverbal testing instruments and discuss the test validity of language proficiency, language dominance, and reading comprehension tests. The emphasis is on selection and validity of tests for bilingual students. Each citation provides an ERIC accession number, author, publisher, sponsor, journal title, language of the material, abstract, descriptors, and identifiers. Instructions for using the search and obtaining the materials cited are included. (CCM)
DT 800812
CP N

AN 002141
TI Testing Spanish Speaking Students.
SE Highlights (Series).
YR (month/year) Dec79
IN ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J. (BBB03756); Educational Testing Service, Princeton, N.J. (QAT24225)
GS U.S.; New Jersey
IS N
LG English
PT 131
AV User Services Representative, ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541
NT 30 leaves in various pagings.
DE *Tests; *Spanish Speaking; *Annotated Bibliographies; Test Bias; *Testing Problems; *Test Validity; Achievement Tests; Culture Fair

Tests; Standardized Tests; Test Selection; Intelligence Tests; Nonverbal Tests; Verbal Tests; Puerto Ricans; Mexican Americans; Minority Groups; Cultural Factors; Language Proficiency; Elementary Secondary Education; Language Dominance; *Language Tests; Hispanic Americans; Abstracts
ID Chicanos
LC A.2.5
AB An annotated bibliography listing 108 documents and journal articles concerning testing of Spanish-speaking students is contained in this computer search of the Educational Resorces Information Center (ERIC) database. The materials include verbal and nonverbal testing instruments, and discuss the validity for Spanish-speaking students of specific standardized intelligence, achievement, language proficiency, and language dominance tests. Each citation provides an ERIC accession number, author, publisher, journal title language of the material, abstract, descriptors, and identifiers. Instructions for using the search and obtaining the materials cited are included. (CCM)
DT 800812
CP N

AN 002142
TI Testing American Indian Students.
SE Highlights (Series).
YR (month/year) Dec79
IN ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J. (BBB03756); Educational Testing Service, Princeton, N.J. (QAT24225)
GS U.S.; New Jersey
IS N
LG English
PT 131
AV User Services Representative, ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541
NT 20 leaves in various pagings.
DE *Tests; Testing; *American Indians; *Test Validity; American Indian Languages; *Annotated Bibliographies; Test Bias; Test Construction; Testing Problems; Achievement Tests; Standardized Tests; Intelligence Tests; *Test Selection; Nonverbal Tests; Verbal Tests; Language Proficiency; *Language Tests; Minority Groups; Elementary Secondary Education; Cultural Factors; Language Dominance; Abstracts
LC L.0; M.0; N.0; P.0; Q.0; R.0; S.0; T.0; U.0
AB An annotated bibliography listing 53 documents and journal articles concerning testing of American Indian students is contained in this computer search of the Educational Resources Information Center (ERIC) database. The materials include verbal and nonverbal testing instruments, and discuss the test validity of standardized achievement, intelligence, language proficiency, and language dominance tests. Each citation provides an ERIC accession number, author, publisher, journal title, language of the material, abstract, descriptors, and identifiers. Instructions for using the search and obtaining the materials cited are included. (CCM)
DT 800811
CP N

AN 002260
TI Neurologically and Perceptually Impaired Bilingual Students: Their Identification and Evaluation.
YR (month/year) 79
AU Peters, Janice Y.
GS U.S.; New Jersey
IS N
LG English
PT 041; 143
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 80-00874, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT 206 p.
Ed. D. Dissertation, State University of New Jersey.
DE *Neurological Impairments; *Perceptual Handicaps; *Spanish Speaking; *Learning Disabilities; *Educational Diagnosis; *Comparative Testing; Bilingual Students; Bilingual Teachers; Psychomotor Skills; Diagnostic Tests; Nonverbal Ability; Educational Research; Identification; Student Evaluation; Primary Education; Teacher Characteristics; Hispanic Americans
AB An investigation of procedures used to diagnose neurological and perceptual impairments in Spanish-speaking primary school students explored (1) differences among various instruments in diagnostic effectiveness with this population, (2) differences between English-speaking monolingual teachers and Spanish-English bilingual teachers in their ability to identify impairments, and (3) differences in the difficulty of identification at the various grade levels. Classroom teachers in rural and urban school districts in New Jersey were asked to identify students exhibiting a number of behaviors frequently associated with neurological or perceptual impairments. A total of 50 children in grades K-3 were referred for testing. The testing battery included the following instruments, selected on the basis of their nonverbal content and reputed cultural fairness: the Hiskey Nebraska Test of Learning Aptitude, the Bender Gestalt Test, Raven's Progressive Matrices, the Benton Visual Retention Test, the Goudenough-Harris Draw-a-Man Test, the Beery Buktenica Developmental Test of Visual Motor Integration, the Illinois Test of Psycholinguistic Abilities, the Auditory Memory -- Digit Span, and the Auditory Memory -- Story. Each child who achieved a mental age a year or more below actual chronological age on at least five of the nine instruments was referred to a Child Study Team for neurological examination. As a result, 25 percent of the subjects were classified as neurologically or perceptually impaired. Analysis of the test scores revealed considerable differences in the ability of different instruments to identify neurological and perceptual impairment in this group of Spanish speakers. The findings were inconclusive with respect to the relative abilities of English-speaking and Spanish-speaking teachers to identify children with impairments. At each successive grade level, more children were identified as impaired than at lower levels. A bibliography citing approximately 150 items is appended. (Author/JG)
DT 810622
CP Y

AN 002270
TI Study of the Assessment of Language Dominance and Bilingual Education.
YR (month/year) 79
AU Barnett-Garcia, Nancy C.
GS U.S.; New York

IS N
LG English
PT 142; 041
AV University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order no. GAX7922918, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT 208 p.
Ph. D. Dissertation, University of Rochester.
DE *Language Dominance; Language Research; Structural Analysis (Linguistics); *Language Tests; Elementary Secondary Education; Bilingual Students; Spanish Speaking; Test Validity; Test Reliability; Bilingualism; Language Skills; *Program Effectiveness; *Student Evaluation; Surveys; Language Usage; Measurement Techniques; Program Evaluation; *Test Reviews; Educational Assessment; Intermediate Grades; Junior High School Students; Elementary Education; Spanish; English; *Field Tests; Hispanic Americans
ID *New York (Rochester); Bilingual Programs
LC A.2.5; A.1.1
AB This study determines the reliability and validity of the Language Assignment Umpire (LAU) language dominance test, and uses the test to ascertain the effectiveness of the Rochester, New York, bilingual program in improving the English and Spanish skills of its participants. The LAU measures language dominance through four language-related tasks: sentence repetition, synonyms, antonyms, and digit-reversal. One hundred and twenty-six bilingual students were given the LAU, and were asked to complete a questionnaire concerning language usage outside of school. The students were divided into three test groups according to grade: (1) group A consisted of fourth, fifth, and sixth graders in bilingual programs; (2) experimental group B included 32 seventh- and eighth-grade Spanish-speaking students with at least 5 years of bilingual instruction; and (3) control group C consisted of 32 seventh- and eighth-grade Spanish-speaking students with at least 5 years of traditional instruction in English. The testing of group C was taped and scored, then rescored by two other raters. Twenty-three students from group A were retested 6 months later. Computer analysis (SPSS) provided all statistical data. Linguistic analysis of the test examined lexical difficulty and counts of phonemes, syllables, words, and morphemes. Sentence repetition items were studied for syntactic complexity. The results indicate that the LAU: (1) is a reasonably reliable testing instrument, (2) is valid in its ability to identify language dominance and to measure proficiency in the two languages, (3) accurately measures the English proficiency of students who scored either very well or very poorly, (4) is less valid in the English section as student age increases, and (5) shows differences in item difficulty between English and Spanish sections. It is concluded that, in their present form, the English and Spanish sections of the LAU are not comparable means of identifying language dominance. Results from the group comparison study indicate: (1) Hispanic students educated bilingually do not perform as well in English as Hispanic students educated in English, (2) all Hispanic students are performing slightly below monolingual English-speaking students, (3) the LAU English synonym task was most difficult for group B students, (4) group B students scored higher than other groups on the digit-reversal task in both Spanish and English, and (5) group B students scored significantly higher than group C students on the Spanish section of the LAU. This study indicates a need for improving the English skills of Hispanic students and presents the linguistic advantages of bilingual education. (Author/CCM)
DT 800626
CP Y

AN 002304
TI Predictive Validity of the WISC-R with Mexican-American Children.
YR (month/year) 79
AU Dean, Raymond S.
SO Journal of School Psychology, v17 n1 p55-58 1979
IS J
LG English
PT 080; 143
NT 4 p.
DE *Intelligence Tests; Test Validity; *Mexican Americans; *Predictive Validity; *Comparative Analysis; Basic Skills; Test Results; Elementary Secondary Education; Test Interpretation; Predictor Variables; *Test Reliability
ID *Wechsler Intelligence Scale For Children (Revised); WISC R; Iowa Tests Of Basic Skills
LC A.2.5
AB The reliability and predictive validity of the Wechsler Intelligence Scale for Children (Revised) (WISC-R) was investigated with 46 Mexican American children. Approximately a year and a half after the administration of the WISC-R, scores on the Iowa Tests of Basic Skills (ITBS) were collected. Internal consistency estimates for WISC-R subtests and composites were found to be comparable to those reported in the WISC-R manual. Correlations between WISC-R subtests and those of the ITBS ranged from modest for verbal subtests to mild when performance subtests were used as predictors. The best single predictor proved to be that of verbal IQ, which accounted for some 40 percent of the variance in future achievement when measured by the ITBS. It was concluded that the WISC-R meets minimum requirements of reliability and predictive validity with Mexican American children. Eight references are cited. (Author)
DT 102680
CP Y

AN 002370
ER ED137395
TI Comprehensive Assessment of Spanish Language Proficiency Using Multiple Matrix Sampling Techniques.
YR (month/year) 77
AU Molina, Huberto; Shoemaker, David M.
GS U.S.; New York
IS N
LG English
PT 150; 070
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.67, microfiche $0.83, ED137395)
NT 9 p.
Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).
DE *Spanish Speaking; *Bilingual Students; *Language Proficiency; Elementary Secondary Education; Norm Referenced Tests; *Item Sampling; *Measurement Techniques; Statistical Analysis; *Educational Testing; Student Needs; English (Second Language)
ID *Multiple Matrix Sampling; Language Assessment

AB Five assessment techniques are examined in regard to their usefulness in measuring the repertoire of language resources that the Spanish-speaking population brings to the school experience: (1) built-in assessment instruments, (2) microtesting, (3) norm reference testing, (4) comprehensive assessment, and (5) multiple matrix sampling. Emphasis is given to multiple matrix sampling techniques, which are described as they apply to the following assessment requirement: to what degree do Spanish speakers in the United States possess proficiency in Spanish, taking into account levels of formality, slow/fast speech, and colloquial and dialectal usage of language? Five references are cited. (Author/SI)
DT 810205
CP N

AN 002393
TI Normative Study of a Test of English Language Proficiency.
YR (month/year) 79
AU Perlman, Carole L.; Rice, William K., Jr.
IN Chicago Board of Education, Ill. Dept. of Research and Evaluation. (88813633)
LG English
PT 142; 150
NT 7 leaves.
Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 5, 1979).
DE *Bilingualism; Bilingual Students; Monolingualism; Non English Speaking; English; *Language Proficiency; *Language Tests; Educational Diagnosis; Student Placement; *Test Validity; Elementary Education; Test Reviews
ID *Language Assessment Scales; Functional Language Survey
AB The need to classify students according to English ability has resulted in a number of tests that purport to measure English proficiency. One of the few instruments developed from a theoretical base and having a sound psychometric structure is the Language Assessment Scales (LAS). Although there are research studies to support the reliability and validity of the LAS, the rate of false negatives with the LAS has not been investigated. This study seeks to ascertain the rate of false negatives with the LAS, or the number of students who are classified as being limited English speaking when they are really native English speakers. The LAS was administered to random samples of monolingual English-speaking children from five elementary schools in a midwestern city. The subjects ranged in age from 5 to 14 years. The data indicated a strong developmental trend in the 5- to 10-year-old age group, with the 10-year-olds scoring significantly higher. The misclassification rate was high, especially for younger subjects; three quarters of the monolingual 5- and 6-year-olds were classified as non-English-speaking or of having only limited English proficiency. It is concluded that the LAS is not useful for classifying the English abilities of children from non-English-speaking backgrounds. A concurrent validity study of the LAS and the Functional Language Survey (FLS) was also conducted. Subjects were bilingual students who had scored near the cutoff point for inclusion in a bilingual program. Great discrepancies were found between the two scales, with the FLS placing too few and the LAS placing too many students in bilingual programs. Three references are appended. (RW)
DT 810731
CP Y

AN 002396
TI Research in Language Testing.
YR (month/year) Jan80
AU Oller, John W., Jr.; Perkins, Kyle
GS U.S.; Massachusetts
IS N
LG English
PT 143; 020
AV Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 0-88377-131-4, $11.95)
NT xi, 316 p.
DE *Language Tests; *Language Proficiency; Test Validity; English (Second Language); *Second Language Learning; *Expressive Language; *Receptive Language; Language Fluency; Communicative Competence (Languages); Writing Skills; Cloze Procedure; Language Dominance; *Language Acquisition; Communication Skills; Writing Evaluation; Measurement Techniques; Native Speakers
AB The nature of language proficiency and the comparability of first and second language proficiency are the focus of this compilation of research reports. The text contains seven parts, each devoted to certain aspects of language skill testing. Addressing the question of language tests' information yield concerning individual differences, four studies in part 1 found that a single global factor of language proficiency accounted for over half of the variance in all tests studied. In part 2, two investigations of listening tasks designed to develop reading and other second language skills found a high correlation between communicative effectiveness and various other language skills. The third part's three papers show strong intercorrelations among several productive oral proficiency tests, which appear to measure the same general factor. Results of four studies in part 4, comparing the cloze procedure with other measures of English as a second language skills, indicate that cloze test validity is relatively unaffected by the controversiality of selected topics and that cloze tasks are suitable measures of overall language ability. The measurement of writing ability is the subject of part 5, whose four papers offer evidence in favor of a holistic approach rather than discrete point scoring methods. Part 6 investigates differences in errors between native and nonnative language performance in dictation, in processing of indirectly conveyed meaning, and in testing. Addressing the problem of explaining variability in language proficiency among second language learners, four papers in part 7 report that certain aptitude tests are weak predictors of foreign language attainment, and that student status and other sociocultural variables are good indicators of language proficiency. Each part concludes with a series of questions for discussion. Included is a bibliography of 203 references, samples of various types of language proficiency tests, and a short note about each author. (JG)
DT 810727
CP Y

AN 002429
ER ED181746
TI Linguistic Guide to English Proficiency Testing in Schools.
SE Language in Education: Theory and Practice, No. 23 (Series).
YR (month/year) Dec79
AU Dieterich, Thomas G.; Freeman, Cecilia
IN ERIC Clearinghouse on Languages and Linguistics, Arlington, Va. (88811020)

SN Ford Foundation, New York, N.Y. (QPX2700); National Inst. of Education (DHEW), Washington, D.C. (88806621)
ND C 400-77-0049
GS U.S.; Virginia
IS N
LG English
PT 131; 070; 055
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-110-7), $5.95); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($4.82, microfiche $0.83, ED181746)
NT viii, 53 p.
DE Language Proficiency; *Language Tests; Test Reliability; Test Interpretation; Standardized Tests; *Evaluation Criteria; English (Second Language); Achievement Tests; *Test Validity; Psychometrics; Screening Tests; Grade Equivalent Scales; Language Dominance; Student Placement; Performance Tests; Second Language Learning; *Test Selection; Creativity Tests; Literature Reviews; Language Skills
ID Limited English Proficiency; LEP
AB This guide is an introduction to test development, application, selection, and interpretation. Part 1 addresses issues and problems commonly faced by test administrators, and describes tests not inlcuded in previous catalogs. The language tests under consideration are used in schools to identify students with limited English proficiency or to place students in an appropriate instructional program (e.g., bilingual education, English for speakers of other languages, or a regular English-speaking classroom). Two criteria are used regarding test validity: (1) each particular task imposed must be an appropriate one for assessing control of some specific aspect of language, and (2) the demonstrated knowledge of those specific aspects of language covered by the test must indicate the level of overall language ability. If either of the two assumptions fails to be true, the test is not a valid measure of overall language proficiency. Part 2 of the guide provides an annotated catalog of 38 tests cross-referenced to relevant discussions in Part 1. (Author/TJN)
DT 800904
CP Y

AN 002470
TI Report of the Committee for the Evaluation of Language Assessment Instruments: Winter and Spring, 1979, Meetings.
YR (month/year) 79
AU Bordie, John, chr.
IN Texas Education Agency, Austin. Div. of Bilingual Education.
GS U.S.; Texas
IS NX
PT 142
NT 56 p.
DE *Testing; Measurement Instruments; Evaluation Criteria; Tests; *Test Selection; Test Validity; Test Reliability; Test Interpretation; *Standardized Tests; Language Skills; Language Proficiency; *Language Tests; *Test Reviews; Charts; Norm Referenced Tests; Criterion Referenced Tests; Group Norms; Raw Scores; Speech Skills
ID *Limited English Speaking Ability; LESA; Language Assessment; Bilingual Syntax Measure; Canutillo Oral Language Dominance Test; Crane Oral Dominance Test; Ilyin Oral Interview; Language Assessment Battery; LAB;

Basic Inventory Of Natural Languages; BINL; CELT; Comprehensive English Language Test; Language Assessment Scales; LAS; PAL Oral Language Dominance Measure; PAL Oral Language Proficiency Measure; Shutt Primary Language Indicator Test; SPLIT; Texas; Texas Education Agency

AB In their concern over inadequate standardization of language tests, the Committee for the Evaluation of Language Assessment met in January 1979 to review the following oral language assessment instruments: (1) Bilingual Syntax Measure II (BSM II), (2) Canutillo Oral Language Dominance Test, (3) Crane Oral Dominance Test, (4) Ilyin Oral Interview, and (5) Language Assessment Battery (LAB). The Canutillo and Crane tests did not meet the primary requirements of distinguishing children of limited-English-speaking ability (LESA) and were excluded from further evaluation. The three remaining instruments were then rated by each committee member against eight instrument criteria and in terms of overall suitability. The means and ranges of the raw score ratings are presented in table form, and a rank ordering of the tests within each criterion is given. At a second review session of these and newly submitted tests during March and April, the Committee evaluated its procedures, agreed to establish a formal routine for developing future assessment ratings, and asked the Texas Education Agency to define specific performance levels. Appendixes provide a copy of the rating sheet used by committee members and a list of all tests reviewed, which include: (1) The Basic Inventory of Natural Languages (1974); (2) the Bilingual Syntax Measure, versions I and II for 1976 and 1978; (3) CELT (A Comprehensive English Language Test for Speakers of English as a Second Language), Listening, Form L-A, 1970; (4) Ilyin Oral Interview, 1976 and 1972; (5) the Language Assessment Battery (LAB), 1976; (6) Language Assessment Scales (LAS), I and II for 1975 and 1977; (7) the 1977 PAL: Oral Language Dominance Measure and Oral Language Proficiency Measure; and (8) the Shutt Primary Language Indicator Test (SPLIT). Evaluations appear in written and chart form. (ML/LB)

DT 800415
CP N
GV State

AN 002502
TI Guidelines for the Selection, Adaptation and Development of Language Proficiency Tests.
YR (month/year) 79
AU Pulu, Tupou L.; Silverman, Robert; Boffa, J. Leslie, III.
IN Alaska State Dept. of Education, Juneau. (APE01240); Alaska Univ., Anchorage. National Bilingual Materials Development Center. (BBB16750)
SN Office of Education (DHEW), Washington, D.C. (RM066000)
NO C 310-77-0051 (405); G 007805056
GS U.S.; Alaska
IS N
LG English
PT 055
AV Alaska State Department of Education, Pouch F, Juneau, Alaska 99811 (free)
NT 22 p.
DE Testing; *Test Selection; Test Validity; Test Results; Test Reviews; Test Reliability; Test Bias; *Test Construction; Testing Problems; *Language Proficiency; *Language Tests; *Alaska Natives; Athapascan Languages; Eskimo Aleut Languages; Communicative Competence (Languages)
ID Alaska; Elementary Secondary Education Act Title VII; ESEA Title VII; Lau v Nichols; *Language Assessment

LC A.1.1; L.1; R.3
AB This booklet provides guidelines on the selection, adaptation, and development of language proficiency tests in English and Alaskan Native languages. The guidelines are designed to assist Alaskan school districts in assessing the language proficiency of their students. Language proficiency encompasses both linguistic and communicative competence; linguistic competence is defined as the knowledge of a language and its grammar, while communicative competence is an understanding of the codes and rules for using that language. Language proficiency tests do not attempt to measure student achievement, but to assess the student's ability to use language in daily life, regardless of how competency was acquired. Procedures that will facilitate the test selection process are: (1) establishing a selection committee composed of teachers, bilingual instructors and aides, program coordinators, professional test makers, linguists, parents, and other community members; (2) obtaining a clear understanding of the purpose and area of the testing; and (3) reviewing available testing instruments. Tests under consideration should be reviewed according to validity, reliability, appropriateness for the target group, length of time to administer, difficulty of scoring and interpreting, cost, and whether results will facilitate decisionmaking. Since each testing situation is unique, administrators may choose to modify a testing instrument to fit particular needs, including translation into other languages. Adapting a test saves time and money and makes the test more appropriate for its intended users, but may compromise the usefulness and consistency of the original test. The procedures involved in developing an original testing instrument are given, but due to the complexity of test construction, administrators are advised to follow this route as a last resort. A 5-item bibliography is included. (MRL/LB)
DT 800415
CP N
GV State

AN 002536
ER ED159241
TI Focus 2 Bilingual Education.
YR (month/year) 76
AU Bishop, Arthur, ed.
IN Educational Testing Service, Princeton, N.J. (QAT24225)
GS U.S.; New Jersey
IS N
LG English
PT 055; 140
AV Educational Testing Service, Princeton, New Jersey 08541 (free); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (microfiche $0.83, ED159241)
NT 23 p.
DE Achievement Tests; *Bilingual Education; Bilingual Teachers; Community Support; Diagnostic Tests; Non English Speaking; Educational Assessment; *Educational Development; Preschool Education; *Educational Testing; Elementary Secondary Education; *Test Construction; English (Second Language); Inservice Teacher Education; Parent Participation; Minority Group Teachers; Minority Group Children; Teacher Education; *Educational Planning
ID *Elementary Secondary Education Act Title VII; ESEA Title VII; Bilingual Programs; *Educational Testing Service

AB With the passing of Title VII of the Elementary and Secondary Education Act in 1968, a number of school districts turned to the Educational Testing Service (ETS) for help in the area of bilingual education. ETS bilingual specialists began to offer advice and assistance in planning new programs, inservice training, evaluating curricula, and measuring different aspects of bilingual programs. Explained in this document are some of the problems ETS had to consider in providing this assistance: the type of bilingual program best suited to a particular school, the need to establish a program that would receive the necessary local support, and the shortage of qualified teachers. Specific strategies and programs developed, implemented, and/or conducted by ETS are detailed. These include language tests, surveys of inservice training programs, minimum proficiency tests for teachers, screening and achievement tests for children, instructional program evaluation, and the development of process and outcome objectives for students in different grades. Some of the established bilingual programs referred to are "Mano a Mano," the Targeted Achievement Reading Program (TARP), Better Understanding of Educational Needs of Others (BUENO), and CIRCUS (EL CIRCO). (EB)
DT 800527
CP Y

AN 002914
TI Language Dominance and Proficiency Testing: Some General Considerations.
YR (month/year) 79
AU Hernandez-Chavez, Eduardo; Burt, Marina; Dulay, Heidi
SO NABE Journal, v3 n1 p41-54 Fall 1978
IS J
LG English
PT 080; 070; 142
NT 12 p.
DE *Language Proficiency; *Language Dominance; *Testing; Sociolinguistics; Linguistic Performance; Bilingualism; *Language Tests; *Measurement Techniques; Student Evaluation; Educational Assessment; Comparative Analysis
ID *Indirect Measures; *Direct Measures; Elicitation Techniques
AB Issues in testing of language proficiency and language dominance are reviewed. There are three parameters to language proficiency: the linguistic components, modality, and sociolinguistic performance. The linguistic components include the areas of phonology, syntax, semantics, and lexicon. The oral and written modalities interact with the linguistic components to form a 16-cell matrix of components which are capable of independent assessment. The third parameter relevant to an understanding of language proficiency is sociolinguistic performance, which is categorized into two subfactors, use and usage. Use is the interplay between variety and domain, and usage the relationship between style and function. A matrix of these components yields 64 potential intersections and illustrates the complexity of the concept of language proficiency. Language proficiency can be measured directly or inferentially. Inferential measures include self-report questionnaires, free production tests, word association tests, and the cloze test. Although commonly used, indirect measures have not yet been shown to be valid measurements of language proficiency. For testing of minority groups, direct measures in the oral modality are suggested. In addition, distinction must be made between linguistic manipulation tasks, which assess conscious awareness of form, and natural communicative tasks, which assess internalized language structures. (RW)
DT 80122
CP Y

AN 002941
TI Psychological Testing and the Chicano: A Reassessment.
YR (month/year) 77
AU Olmedo, Esteban L.
IS N
LG English
PT 150; 070; 142
AV Not available separately. See Chicano Psychology (BE002930), available from Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (ISBN 0-12-475650-6, $11.00)
NT p. 175-195.
Revised version of paper presented at the Symposium on Chicano Psychology (First, University of California, Irvine, May 15-16, 1976).
DE *Psychological Testing; *Mexican Americans; *Test Bias; Research Needs; *Test Selection; *Models; Criterion Referenced Tests; Educational Research; Test Validity; *Culture Fair Tests; Test Interpretation; Test Reviews; Decision Making
ID Utility Theory; *Chicanos
AB Although some progress has been achieved in the psychological testing of Mexican Americans, continued abuses necessitate a reassessment of the issues and strategies involved in improving testing policy. Within this context, the nature of psychological tests and their underlying assumptions are reviewed, followed by a critique of methodology and test bias. Psychological tests are classified into four broad categories: (1) clinical, (2) counseling, (3) educational, and (4) industrial. Two fundamental assumptions are that, first, the examiner is properly trained, and second, the subjects have been comparably acculturated. One result of the testing controversy has been the reevaluation of the assessment process and, in particular, an increased interest in criterion referenced measurement because it tests students against skills to be mastered rather than against the performance of other individuals, which could lead to unwarranted bias and discrimination. Models for identifying culture fair tests are provided, including the regression model, the constant ratio model, and the conditional probability model. The use of a decision theoretic model based on utility theory is gradually replacing these three models due to its requirement that the values or utilities in any given situation be explicitly stated and entered into the decisionmaking process. It is concluded that the problem of cultural bias in criteria, particularly in educational settings, should be one of the primary focuses of future research. Sixty-six references are cited. (Author/SI)
DT 810624
CP Y

AN 002979
TI State Mandated Competency Testing: A Catch-22 for Bilingual Students.
YR (month/year) 79
AU Quezada, Rosa
IS N
LG English
PT 120; 150

AV Not available separately. See Bilingual Education and Public Policy in the United States (BE002980), available from Department of Foreign Languages and Bilingual Studies, Bilingual Programs, 106 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197 (ISBN 79-9265)
NT p. 498-507.
DE *Minimum Competency Testing; *Bilingual Students; Language Proficiency; Test Bias; *Testing Problems; Culture Fair Tests; Parent Participation; *Educational Policy; *Basic Skills; *Educationally Disadvantaged; Economically Disadvantaged; Disadvantaged Youth; Civil Rights; Due Process; Court Litigation; Student Placement; Public Schools; State Legislation; Elementary Secondary Education
ID Bilingual Programs; Connecticut; Fourteenth Amendment; Civil Rights Act 1964 Title VI
AB Minimum competency testing, now mandated in 28 States, arose out of the concern that students be at least mininally proficient in basic skills by the time they leave high school. The practical and philosphical problems of minimum competency testing are amplified for bilingual students in the public schools. Critical questions arise whether these students are included in or excluded from the mandated testing program. If they are included, the following issues must be resolved: culturally biased tests, tracking on the basis of test results, increased grade retention which may lead to increased dropout rate, and possible discontinuation of bilingual programs. If bilingual students are excluded from mandated testing, as in Connecticut, the problems that may arise include: possible denial of the high school diploma, which is awarded on the basis of the testing; exclusion from remedial programs designed only for test participants; and unequal treatment of students in the classroom due to the teacher's knowledge that some students are to be tested for proficiency and some are not.
In response to the competency testing movement, legal action has been initiated in several states, with lawsuits centering on four legal principles: equal protection of the law, procedural due process, and substantive due process, all guaranteed by the 14th Amendment; and Title VI of the 1964 Civil Rights Act. Information on parent involvement in the educational and political systems is provided.
Gordon Cawelti's warning that "any attempt to return to an elitist form of education that cuts off low income, culturally disadvantaged, or alientated youths from the mainstream is counter to our democratic ideals" is reiterated. (Author/JG)
DT 801001
CP Y

AN 003051
TI "Short Tests of Linguistics Skills" and Their Calibration.
YR (month/year) 79
AU Agrawal, Khazan C.
SO TESOL Quarterly, v13 n2 p185-208 Jun 1979
IS J
LG English
PT 080; 141
NT 14 p.
DE *Language Tests; *Language Proficiency; English; *Spanish; Language Skills; Writing Skills; Reading Comprehension; Listening Comprehension; Communication Skills; Elementary Secondary Education; Test Construction; *Second Language Learning; *English (Second Language); Test Selection; Spanish Speaking; *Language Dominance; Boards Of Education
ID Short Tests of Linguistics Skills; Illinois (Chicago); Rasch Model

LC A.1.1; A.2.5
AB Developed by the Chicago Board of Education, the "Short Tests of Linguistic Skills" aid teachers in determining language domiance of Spanish-speaking bilingual children aged 8-13. A latent trait model, the Rasch model, has been used to single out items that do not fit the construct of fluency in English or in Spanish. After removal of the defective items, the English and Spanish subtests have been calibrated. This technique is applicable to any test. Conversion tables are provided in the appendixes for users of this particular test. (Author/SI)
DT 800929
CP Y

AN 003170
TI Construction and Validation of the Listening and Reading Components of the English as a Second Language Assessment Battery.
YR (month/year) 79
AU Lombardo, Maria
GS U.S.; Massachusetts
IS N
LG English

PT 042; 142
AV University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order no. GAX8005254, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT ii, 30 p.
DE *English (Second Language); *Language Tests; Language Proficiency; *Test Construction; Test Validity; Listening Comprehension; Reading Achievement; Hispanic Americans; Spanish Speaking; Predictive Validity; High School Students; Secondary Education; Educational Diagnosis; *Receptive Language; *Expressive Language
LC A.1.1; A.2.5
AB To address the problems of diagnosing language proficiency for the purpose of grouping limited-English-speaking students in bilingual education, the English as a second language assessment battery (ESLAB), a criterion referenced measure, was constructed and validated with secondary students. General guidelines for constructing the battery were specified, and item analysis, reliability, and validity were established. The study examined the receptive (listening and reading) and the expressive (speaking and writing) language areas of secondary limited-English-speaking students. The sample consisted of 59 Hispanic inner-city students of varying English proficiency. Four types of validity were established: (1) face validity based on examiner's and examinee's judgments, (2) content validity, (3) predictive validity, and (4) concurrent validity. It was concluded that the tests are valid measures of language proficiency. The overall findings are as follows: (1) listening and reading are related, (2) the receptive area is related to the expressive area, and (3) oral skills precede literacy skills. (Author/SI)
DT 810107
CP Y

AN 003605
TI Guidelines for Testing Minority Group Children.

YR (month/year) 64
AU Fishman, Joshua A.
IS N
LG English
PT 055; 080
AV Not available separately. See The Bilingual Bicultural Child and the Question of Intelligence (BE003591), available from Arno Press, 3 Park Avenue, New York, New York 10016
NT 15 p.
Reprinted from Journal of Social Issues, v20 p129-145 1964.
DE *Minority Group Children; *Educational Testing; Educational Diagnosis; Standardized Tests; Test Validity; *Test Interpretation; Bilingualism; Scores; Test Bias; Test Norms; *Disadvantaged Youth; Culture Fair Tests
AB Guidelines for the educational testing of disadvantaged minority group children are presented. Standardized tests may fail to provide reliable differentiation in the range of minority group scores. The predictive validity of standardized test scores for minority groups may differ from that for the standardization group. The validity of the interpretation of standardized test scores is strongly dependent on an adequate understanding of the cultural background of the minority group tested. Minority group test performance may be affected by lack of verbal ability, fear of strangers, low self-confidence, lack of scholastic motivation, nonconformity, bilingualism, lack of intellectual stimulation, and attendance at inferior schools. Suggested remedies for the lack of validity of standardized testing for disadvantaged children include: the measurement of separate skills first, with a gradual buildup to more complex tests; the redefinition of testing as a cyclical and integral component of teaching in which learning capabilities are measured; the use of daily behavior as evidence of competence; and the use of test norms principally as reference points for measuring progress. Twenty-five references and a glossary are appended. (RW)
DT 810701
CP Y

AN 003658
TI Linguistic Analysis of Some English Proficiency Tests.
YR (month/year) 79
AU Dieterich, Thomas G.; Freeman, Cecilia; Crandall, Jo Ann
SO TESOL Quarterly, v13 n4 p535-550 Dec 1979
IS J
LG English
PT 080; 142
NT 16 p.
DE *Language Tests; *Language Proficiency; *English (Second Language); *Test Reviews; Test Selection; Test Effectiveness; Spanish; Basic Skills; Creativity Tests; *Testing Problems; Language Skills; Language Aptitude; Elementary Secondary Education
LC A.1.1
AB This paper summarizes some of the findings of a recent study of proficiency tests and testing carried out at the Center for Applied Linguistics under a grant from the Ford Foundation. The full report of that study discusses linguistic issues involved in English proficiency testing and presents a review of a number of such tests. The present paper identifies some of the linguistic problems involved in constructing an instrument to test English proficiency. Examples are drawn from commercially available tests and from tests that have been developed and used by school districts across the country. The appendix

lists the tests, their creators, and their availability sources. (Author)
DT 800929
CP Y

AN 003665
TI Assessment of Culturally Diverse Children.
YR (month/year) 80
AU Chinn, Karen A.
SO Journal of the School of Education, Indiana University, v56 n1 p50-63 Win 1980
IS J
LG English
PT 080; 070
NT 14 p.
DE *Multicultural Education; Cultural Awareness; Cultural Pluralism; *Educational Diagnosis; *Culture Fair Tests; Test Bias; *Intelligence Tests; Achievement Rating; Student Evaluation; Models; Elementary Secondary Education; *Student Placement; Diagnostic Tests; *Cultural Differences; Standardized Tests; Program Improvement; Teacher Attitudes; Ethnic Discrimination
AB Student assessment is one of the more controversial and politically sensitive issues in the education of culturally diverse children. Among the concerns is the overrepresentation of such children in classes for the handicapped, bias in assessment instruments, stigmatizing labels placed on children, and negative teacher attitudes developed directly or indirectly as a result of the assessment process. The society of the United States is pluralistic by nature, and assessment practices would benefit by respecting the cultural diversity of our testing population. Cross cultural assessment may be addressed through: (1) culture free tests, (2) culture fair tests, (3) development of culture specific tests, (4) modification of existing tests with new norms and test sample, and (5) differential weighing of verbal and nonverbal portions of intelligence and achievement tests. The diagnostic/prescriptive model allows the person conducting the assessment to decide which test to use and to determine the appropriateness of the test to the particular situation of the child. Sixteen references are cited. (Author)
DT 801119
CP Y

AN 003707
TI Second Language Testing.
YR (month/year) May79
AU Cohen, Andrew D.
IS N
LG English
PT 051
AV Not available separately. See Teaching English as a Second or Foreign Language (BE003686), available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 0-88377-125-X, $11.95).
NT p. 331-360.
DE *English (Second Language); *Second Language Instruction; Second Language Learning; *Test Construction; Testing Problems; Test Items; Evaluation Criteria; Item Analysis; Item Banks; Test Reliability;

Language Proficiency; *Listening Skills; Listening Comprehension Tests; Audiolingual Skills; Reading Skills; Writing Skills; *Testing; Tests; *Teacher Education
ID *Language Assessment
LC A.1.1
AB This chapter is designed to help English as a second language teachers: (1) identify various types of language tests, (2) construct and review such tests, (3) understand the procedures involved in item analysis, (4) know how certain elements of language proficiency can be tested, and (5) understand test reliability and validity. Various approaches to testing listening skills are presented, including auditory identification and discrimination testing, testing of listening as it relates to grammar and to vocabulary, and the testing of auditory comprehension. The steps involved in constructing and administering a language test are also described. Example test items for measuring reading, speaking, and writing skills are appended. Discussion questions, suggested related activities, and suggestions for further reading are included. (SC)
DT 800815
CP Y

AN 003750
TI Ideabook: A Resource Manual for Teachers of English as a Second Language.
YR (month/year) 79
AU Holdzkom, David
IN Institute of Modern Languages, Silver Spring, Md. (FGK37864)
GS U.S.; Maryland
IS C
LG English
PT 052
AV Institute of Modern Languages, Inc., 2622 Pittman Drive, Silver Spring, Maryland 20910 (ISBN 0-88499-533-X, $5.95)
NT iii, 59 p.
DE Teaching Guides; *Second Language Instruction; *English (Second Language); *Learning Activities; Speech Skills; Speech Communication; Listening Comprehension; Reading Comprehension; Reading Games; Writing Exercises; Reading Skills; Testing; Achievement Tests; Diagnostic Tests; *Language Tests; Writing Skills; Test Construction; Teaching Methods; *Communication Skills
AB This resource manual for teachers of English as a second language presents communicative classroom activities and a discussion of testing and teaching strategies. Suggestions are made for setting instructional objectives and evaluation criteria, conducting various drills, correcting students, teaching pronunciation, and using realia. The materials needed and teaching procedures for 28 activities based on everyday situations such as making a telephone call, banking, and asking for information are elaborated. Placement, diagnostic, and achievement tests are briefly defined. The principal uses and comparative merits of the language testing methods of translation, dictation, composition, oral interview, multiple choice, and short answer are discussed. Formats for tests of language structure, listening comprehension, reading comprehension, composition, and oral production are presented. A sample oral interview test, including questions, desired responses, administration instructions, and the rating sheet, is appended. A 12-item bibliography on English as a second language methodology and language testing completes the volume. (PMJ)
DT 800716
CP Y

AN 003807
TI Relationship between Instruments Used for Identifying Children of Limited English Speaking Ability in Texas.
YR (month/year) Nov79
AU Gilmore, Gerry; Dickerson, Alice
IN Bilingual Education Service Center, Houston Tex.
SN Texas Education Agency, Austin. (XPT87150)
NO C 99675904
GS U.S.; Texas
IS N
LG English
PT 142
AV Region 4 Education Service Center, 1750 Seamist, Houston, Texas 77008
NT v, 30 leaves.
DE English (Second Language); Second Language Learning; *Test Reliability; Test Validity; Elementary Secondary Education; *English; *Language Proficiency; *Language Tests; Test Reviews; Tables (Data); Student Placement; *Identification; Non English Speaking; Academic Achievement
ID *Limited English Speaking Ability; LESA; Basic Inventory Of Natural Languages; Bilingual Syntax Measure; Language Assessment Scales; Primary Acquisition Of Language; Schutt Primary Language Indicator Test
AB This project was undertaken to study the relationships between various tests used to assess students exposed to languages other than English. The Texas Education Agency identified five instruments which could be utilized by school districts to measure English language proficiency. During the spring of 1979, these five tests, the Basic Inventory of Natural Language, Bilingual Syntax Measure, Language Assessment Scales, Primary Acquisition of Language, and Schutt Primary Language Indicator, were administered to 464 students in grades K-12 from 6 school districts in the greater Houston area. The statistical analyses of the test data included the calculations of correlation coefficients, Chi Square values, and estimated communalities to indicate minimum reliabilities. The analyses showed a lack of substantial relationship between the various language assessment instruments. This may be due, in part, to lack of reliability of these tests and dissimilarity of the aspects of English proficiency the tests purport to measure. Eighteen statistical tables are included. Appended are a summary of the test data, tables showing Chi Square values and probabilities, and a listing of 15 bibliographic references. (Author/CCM)
DT 801215
CP N

AN 003825
TI Testing Language Ability in the Classroom.
YR (month/year) 80
AU Cohen, Andrew D.
GS U.S.; Massachusetts
IS C
LG English
PT 052
AV Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 0-88377-155-1, $9.95)
NT xi, 156 p.

DE *Second Language Instruction; Testing; *Test Construction; *Second Language Learning; *Test Items; *Testing Problems; Test Validity; Test Evaluation; Test Anxiety; *Language Tests; Language Teachers; Elementary Secondary Education; Cloze Procedure; Thought Processes
ID Dialogs (Language Learning); Dictation
AB Features of tests and test items are the focus of this book designed for elementary and secondary teachers of second and foreign languages. Chapter 1 of this 6-chapter text presents an overview of classroom testing. Chapter 2 provides a theoretical framework for these classroom tests and quizzes. Chapter 3 analyzes the thought processes of students as they take a test. Chapter 4 analyzes the components of test items such as the item-stimulus format, the item-response format, and the tested response behavior. Chapter 5 examines three integrative tests including: (1) the cloze test, (2) dictation as a test of listening comprehension and of writing, and (3) dialog as a test of speaking. Chapter 6 provides a conclusion. A glossary of testing terms, a 171-item bibliography, and an index are appended. (Author/CCM)
DT 100880
CP Y

AN 003830
TI Rock Point Experience: A Longitudinal Study of a Navajo School Program (Saad Naaki Bee Na'nitin).
SE Papers in Applied Linguistics. Bilingual Education Series: 8.
YR (month/year) Sep80
AU Rosier, Paul; Holm, Wayne
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
SN NIE
GS U.S.; District of Columbia
IS N
LG English
PT 143
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 0-87281-119-0, $6.50)
NT vi, 91 p.
DE Elementary Education; *Bilingual Education; *English (Second Language); *Second Language Instruction; *Achievement Tests; Standardized Tests; Language Proficiency; *Navajo; Test Results; Comparative Analysis; Longitudinal Studies; *Teaching Methods
ID Rock Point Experimental School; Stanford Achievement Tests; Metropolitan Achievement Tests; Test Of Proficiency In English As A Second Language; Bilingual Programs; Navajo (Nation)
LC R.3.3
AB This monograph, the eighth in a series, is a longitudinal study of an elementary level Navajo bilingual program at Rock Point Community School. The study compares the following two groups of Navajo students, both of whom began school monolingual in Navajo: (1) bilingual students who were first taught to read in Navajo and then in English at the second grade level, and (2) students who were taught to read in English only in monolingual English as a Foreign Language (EFL) direct method programs. Three standardized tests were administered to the students from 1975 to 1977 including the Stanford Achievement Test (SAT), Metropolitan Achievement Test (MAT), and the Test of Proficiency in English as a Second Langage (TOPESL). Overall, the results show that the bilingual group has statistically significant higher mean scores on the tests than the EFL direct method group. The study demonstrates that at Rock Point, Navajo students who receive bilingual education do better

on standardized achevement tests than do Navajo students at comparable schools who receive only English language instruction,and also better than Rock Point students who receive only English language instruction. Statistical data and a 52-item bibliography are included. (Author/CCM)
DT 100880
CP N

AN 003981
TI Racial and Cultural Bias in Measurement Instruments.
SE Highlights (Series).
YR (month/year) Jan80
IN ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J. (BBB03756); Educational Testing Service, Princeton, N.J. (QAT24225)
GS U.S.; New Jersey
IS N
LG English
PT 131
AV User Services Representative, ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541
NT 26 leaves in various pagings.
DE Annotated Bibliographies; *Test Bias; Achievement Tests; Standardized Tests; Intelligence Tests; *Culture Fair Tests; Elementary Secondary Education; Language Dominance; *Minority Groups; Abstracts; Test Interpretation; Student Evaluation; *Test Validity; *Testing; *Racial Bias; Cultural Differences
AB An annotated bibliography listing documents and journal articles concerning racial and cultural bias in measurement instruments is contained in this computer search of the Educational Resources Information Center (ERIC) database. The bias is described in three contexts: (1) content of the test itself, (2) atmosphere in which the test is administered, and (3) application of the test results. Each citation provides an ERIC accession number, author, publisher, sponsor, title, language of the materials, abstract, descriptors, and identifiers. Instructions for obtaining the materials cited are included. (CCM/SI)
DT 810116
CP N

AN 003984
TI Nonverbal Tests and Portuguese Children.
YR (month/year) 80
AU Correia, Luis Miranda de
SO Bilingual Journal, v4 n3 p18-21 Spr 1980
IS J
LG English
PT 080; 143
NT 4 p.
DE Nonverbal Tests; *Portuguese; *English; *Language Of Instruction; *Intelligence Tests; *Non English Speaking; Bilingual Students; Primary Education; Grade 2; Test Results; *Culture Fair Tests; Minority Group Children; Test Administration
ID Columbia Mental Maturity Scale; *Test Instructions; CMMS
LC A.1.1; A.2.4
AB This study tested the hypothesis that changing the language of

directions used when administering nonverbal intelligence tests would significantly affect the scores of Portuguese minority group children who were not proficient in English. Forty Portuguese bilingual school children, divided into two groups of twenty each, were used in the study to determine the influence of the language of instructions on the Age Deviation Scores (ADS) obtained on the Columbia Mental Maturity Scale (CMMS). Group 1 was given instructions in English, and group 2 was given instructions in Portuguese. On the CMMS, performances in group 2 were significantly higher than those in group 1. The results support the hypothesis that there is a significant difference in the nonverbal test performance of Portuguese minority group children, who are not proficient in English, when directions are given in Portuguese. Fifteen references are cited. (Author/SI)
DT 801217
CP N

AN 004084
TI Some Major Tests.
SE Papers in Applied Linguistics: Advances in Language Testing Series, No. 1.
YR (month/year) Jun79
AU Spolsky, Bernard, ed.
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; District of Columbia
IS N
LG English
PT 020; 070; 140
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-074-7, $5.50)
NT vii, 139 p.
For individual papers, see BE004085-4088.
DE *Language Tests; *English (Second Language); *Language Proficiency; Test Reviews; State Of The Art Reviews; *Test Construction; French; Performance Factors; *Second Language Learning; *Cross Cultural Studies; Comparative Education; Test Reliability; Test Validity
ID Test Of English As A Foreign Language; Bilingual Syntax Measure; Foreign Service Institute Oral Interview Test; International Assn Evaluation Educ Achievement; International Studies On Educational Achievement
LC A.1.1; A.2.2
AB The six papers in this volume give a general notion of the state of the art in language testing by describing and reviewing several recent major tests. The first two papers deal with a subject selected by the International Association for the Evaluation of Educational Achievement (IEA); "Language Proficiency Tests Developed for the IEA International Study of Achievement in French as a Foreign Language," by J.B. Carroll, and the "IEA International Study of Educational Achievement Test of Profiency in English as a Foreign Language," by E.G. Lewis face the challenge of designing valid and practical tests. The remaining four papers are test descriptions and reviews: J.W. Oller, Jr. and B. Spolsky contribute "The Test of English as a Foreign Language (TOEFL)"; P.J. Angelis gives an update of TOEFL information in "TOEFL in Recent Years"; "The Oral Interview of the Foreign Service Institute" is a review presented by R.L. Jones; and E.J. Rosansky provides "A Review of the Bilingual Syntax Measure." A bibliography of approximately 80 references is provided. (Author/SI)
DT 810210
CP Y

AN 004085
TI Language Proficiency Tests Developed for the IEA International Study of Achievement in French as a Foreign Language.
YR (month/year) 79
AU Carroll, John B.
IS N
LG English
PT 141
AV Not available separately. See Some Major Tests (BE004084), available from the Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-074-7, $5.50)
NT p. 1-48.
DE *Language Tests; *Second Language Learning; *Language Proficiency; *French; *Test Construction; Performance Factors; Test Format; Test Reliability; Test Validity; Comparative Education; Academic Achievement; *Cross Cultural Studies
ID International Assn Evaluation Educ Achievement; *International Studies On Educational Achievement
LC A.2.2
AB One of the subject matters selected by the International Association for the Evaluation of Educational Achievement (IEA) for its comparative studies was French as a foreign language. While test construction was not the primary purpose of the study, it was necessary to develop tests with the highest possible reliability, validity, and practicality within the project's resources and within the constraints imposed by the international character of the study. Test scores were to be used as criteria for assessing achievement in French and for drawing conclusions about factors contributing to achievement. From February 1971 to January 1972, tests and questionnaires of various sorts were the chief means of collecting data on 30,000 students in 8 countries: Chile, England, the Netherlands, New Zealand, Scotland, Sweden, Rumania, and the United States. As proficiency tests, the instruments were to be mainly of the global type, as opposed to the discrete point type, in which particular elements of the French language are the targets of testing. This paper presents the considerations of the test design, descriptions of the tests, administration and scoring, and analyses of their technical characteristics. Examination of the tests' intercorrelations shows that they agree in measuring a general language competence factor, as well as several differentiated skills, and appear to be highly valid for measuring French proficiency in all the countries that participated in the study. Fourteen tables and numerous graphs and figures display the data obtained in construction and field testing. (Author/SI)
DT 810209
CP Y

AN 004088
TI Review of the Bilingual Syntax Measure.
YR (month/year) 79
AU Rosansky, Ellen J.
IS N
LG English
PT 142
AV Not available separately. See Some Major Tests (BE004084), available from the Center for Applied Linguistics, Washington, D.C. (BB813039) (ISBN 87281-074-7, $5.50)
NT p. 116-135.

DE Primary Education; Test Reviews; *Bilingual Students; *Language Proficiency; *Language Tests; Spanish; English; *Test Validity; Test Reliability; Item Analysis; Testing Problems; Young Children; Bilingualism; *Audiolingual Skills; Language Dominance; Culture Fair Tests
ID *Bilingual Syntax Measure
LC A.1.1; A.2.5
AB While there is no widely accepted test to assess the language proficiency of limited-English-speaking children, the Bilingual Syntax Measure (BSM) was designed as a culture fair measure of the syntactic development of bilingual children. This paper reviews the test's construction, administration, scoring, reliability, and validity. The test, which yields proficiency levels in English and Spanish of children in kindergarten through second grade, consists of questions relating to seven cartoons. It is concluded that, although the BSM is designed to assess oral/aural syntactic abilities, it is limited to a small subsample of morphemes and does not test a broad range of proficiency. (Author/SI)
DT 810210
CP Y

AN 004132
TI English Language Testing.
SE Indochinese Refugee Education Guides: General Information Series, No. 20.
YR (month/year) Sep79
IN English Language Resource Center, Washington, D.C. (BBB17667)
SN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
NO C 600-78-0061
GS U.S.; District of Columbia
IS N
LG English
PT 055
AV National Indochinese Clearinghouse, Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007
NT 34 p.
DE *English (Second Language); *Testing; *Indochinese; *Refugees; Elementary Secondary Education; Diagnostic Tests; Test Validity; Test Reliability; Achievement Tests; Second Language Instruction; *Language Tests; Cloze Procedure; Student Placement; Test Selection
ID Ilyin Oral Interview; Discrete Point Tests
AB English as a second language tests are used to place Indochinese refugees at the appropriate class level, measure academic achievement, diagnose particular language problems, and establish English language proficiency levels. Section 2 of the guide provides information on the characteristics of a good ESL test, specifically that it be both reliable and valid. Section 3 identifies the various types of ESL tests that are available, namely, discrete-point tests, tests of oral communication skills, and cloze tests. Strategies for language testing that cover entry and placement in the program, assessment of progress and achievement, and exist criteria are provided in section 4. In section 5, principles for classroom testing and testing formats for assessing listening, speaking, reading, and writing in the classroom are detailed. A 20-item annotated bibliography of discrete-point tests, tests of oral fluency, controlled security tests (like the Test of English as a Foreign Language) and teacher resources is included. (CCM)
DT 810625
CP N

AN 004156
TI Perfomance of Bilingual Children on the Spanish Version of the ITPA.
YR (month/year) 80
AU Perez, Fred McCall
SO Exceptional Children, v46 n7 p536-541 Apr 1980
IS J
LG English
PT 080; 143
NT 6 p.
DE Educational Research; Hispanic Americans; *Bilingual Students; Grade 2; Primary Education; *Language Tests; *Spanish; English; Comparative Analysis; *Language Of Instruction; Scores; Test Results; Standardized Tests; Psycholinguistics; Spanish Speaking; Kindergarten
ID *Illinois Test Of Psycholinguistic Abilities; ITPA; California (San Francisco)
LC A.1.1, A.2.5
AB A Spanish version of the Illinois Test of Psycholinguistic Abilities (ITPA) and its English translation were administered alternatively to kindergarten and second grade Hispanic children from bilingual classes in the San Francisco Bay area. It was found that: (1) the kindergarten children scored the same in English as in Spanish except for 2 auditory-vocal tests on which they scored significantly higher in English, (2) the second grade children scored significantly higher on all auditory-vocal tests except one, (3) on the visual-motor tests both groups scored equally in English and in Spanish and equal to the average standardization norms, (4) neither group scored significantly higher in Spanish on any of the 10 tests of the ITPA, and (5) the major deviation in scores for each group was in the auditory-vocal channel whether the test was administered in Spanish or in English. The results from this sample of Hispanic children throw some doubt on court decisions requiring bilingual Hispanic children to be tested in the language that is predominant in the home. Thirty-four references are cited. (Author)
DT 801125
CP Y

AN 004210
TI Concepts in Language Testing: Some Recent Studies.
YR (month/year) 79
AU Briere, Eugene J., ed.; Hinofotis, Frances Butler
IN Teachers of English to Speakers of Other Languages. (HUR85471)
GS U.S.; District of Columbia
IS N
LG English
PT 020; 070
AV TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT viii, 100 p.
Papers presented at the Annual TESOL Conference (Mexico City, April 6-7, 1978).
For individual papers, see BE004211-4217.
DE *English (Second Language); *Language Tests; *Language Proficiency; Research Needs; Applied Linguistics; Measurement Techniques; Testing

Problems; *Cloze Procedure; Speech Skills; *Test Validity; *Testing
ID Teachers Of English To Speakers Of Other Languages; TESOL
AB The seven papers in this volume were presented at a colloquium entitled "Research and testing methods in evaluating second language proficiency" at the 1978 TESOL Conference in Mexico City. They represent current thinking about several aspects of measuring language skills in and out of the classroom. The papers are divided into three sections. Section 1 examines cloze tests, including the findings of an experiment to establish score cutoff points for student placement in English as a second language (ESL) classes. Section 2 presents two papers on the problems encountered in measuring language proficiency. Section 3 contains two viewpoints on the problems of validation in language testing. (Author/SI)
DT 810217
CP Y

AN 004212
TI Cloze Test Cutoff Points for Placing Students in ESL Classes.
YR (month/year) 79
AU Briere, Eugene J.; Hinofotis, Frances Butler
IS N
LG English
PT 143; 150
AV Not available separately. See Concepts in Language Testing: Some Recent Studies (BE004610), available from TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT p. 12-20.
Paper presented at the Annual TESOL Convention (Mexico City, April 6-7, 1978).
DE *Cloze Procedure; *Student Placement; *English (Second Language); Second Language Instruction; Language Tests; *Language Proficiency; Foreign Students; Postsecondary Education; College Students; *Test Selection; Test Reliability; College Entrance Examinations; Admission Criteria; *State Universities
ID UCLA ESLPE; UCLA English As A Second Language Placement Test; University Of Southern California; USC; Southern Illinois University; SIU
AB This study examines: (1) to what extent it is possible to establish cutoff points with a cloze test for student placement in English as a second language (ESL) classes; and (2) to what extent placement procedures based on cloze scores correspond to placement procedures used at the University of California at Los Angeles (UCLA), the University of Southern California (USC), and Southern Illinois University (SIU). The same cloze test was administered along with regular placement exams to incoming foreign students at UCLA and USC; testing had been conducted a year earlier at SIU. The test was also administered to native speakers of English in order to establish baseline data. Three procedures for establishing cutoff points were used: (1) the use of a multiple classification scheme, (2) establishment of the cutoff point for the beginning level at two standard deviations below the mean, and (3) placing the cutoff point at one standard deviation below the mean. No method emerged as preferable. What seemed apparent, however, is that further research on the establishment of cutoff points for cloze test placement is needed. Nine tables display the data; nine references are cited. (Author/SI)
DT 810217
CP Y

AN 004213
TI More on Cloze Tests as Tests of Proficiency in English as a Second Language.
YR (month/year) 79
AU Mullen, Karen A.
IS N
LG English
PT 143; 150
AV Not available separately. See Concepts in Language Testing: Some Recent Studies (BE004610), available from TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT p. 21-32.
Paper presented at the Annual TESOL Convention (Mexico City, April 6-7, 1978).
DE *Language Tests; *Cloze Procedure; *Language Proficiency; *English (Second Language); Test Reliability; Secondary Education; Speech Skills; Writing Skills; Writing (Composition); *Scoring; Measurement Techniques; *Difficulty Level; Criterion Referenced Tests; Second Language Learning; Interviews; Predictive Validity; Testing
ID Test Of English As A Second Language; TOEFL
AB The cloze test has been suggested as a satisfactory substitute for other tests of second language proficiency. This study explored the effects of scoring methods and level of passage difficulty on two criterion tests of productive proficiency: (1) the oral interview, and (2) the composition task. Two passages of 7th and 12th grade levels were administered to 154 subjects and corrected by the exact-word method. Interview and composition evaluations were also made. An analysis of variance revealed that 61 percent of the score variance was due to differences among subjects, 21 percent due to differences in scoring method, and 4 percent due to level of passage difficulty. It was also found that the seventh grade passage scored by the acceptable-word method most adequately predicted performance. However, a sizable percentage of the score variance of each of the criterion tests, most particularly the interview, was left unpredicted. Seven tables display the data; fourteen references are cited. (Author/SI)
DT 810217
CP Y

AN 004214
TI Direct vs. Semi-Direct Tests of Speaking Ability.
YR (month/year) 79
AU Clark, John L.D.
IS N
LG English
PT 070; 150
AV Not available separately. See Concepts in Language Testing: Some Recent Studies (BE004610), available from TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT p. 35-49.
Paper presented at the Annual TESOL Convention (Mexico City, April 6-7, 1978).
DE *English (Second Language); *Speech Skills; *Language Proficiency; *Language Tests; *Test Selection; Test Reliability; Test Validity; Test Reviews; Interviews; Evaluation Methods; Second Language Learning
ID Foreign Service Institute Oral Interview Test; Test Of English As A

Foreign Language; TOEFL; Direct Measures (Testing)
AB Neither direct nor semi-direct tests of speaking ability can be considered superior to the other; each has advantages and drawbacks which must be considered in light of the purpose of the test. As measures of general proficiency, direct tests of speaking ability, such as the Foreign Service Institute (FSI) interview, have a high degree of face/content validity, have high scoring reliability, are expensive to administer, and are not particularly efficient in diagnosing specific weaknesses. Semi-direct speaking tests, such as recording a story told about a stimulus picture, have varying degrees of scoring reliability ranging from low to nearly perfect, are more cost-effective when group administered, are good diagnostic measures, and may be proposed as substitutes for direct tests in measuring general ability where direct tests are not operationally possible. Sixteen references are cited. (Author)
DT 810217
CP Y

AN 004216
TI Explaining the Reliable Variance in Tests: The Validation Problem.
YR (month/year) 79
AU Oller, John W., Jr.
IS N
LG English
PT 141; 150
AV Not available separately. See Concepts in Language Testing: Some Recent Studies (BE004610), available from TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT p. 61-74.
Paper presented at the Annual TESOL Conference (Mexico City, April 6-7, 1978).
DE *Testing Problems; *Language Tests; *Language Proficiency; *Test Validity; *Analysis Of Variance; Test Design; *Test Reliability; Test Theory; Second Language Learning
AB All tests are designed to reveal differences related to that which is being measured. Such differences are quantified algebraically in terms of variance of test scores. A major problem at hand concerning test variance is reliability; once this has been established by appropriate methods, the next problem concerns how much of the reliable variance relates to what the test is meant to measure. Since the unreliable variance cannot be validly related to anything in particular, it is the reliable variance that must be accounted for. The essential validity question in test design concerns to what degree the reliable variance in any given test is valid. Once this has been accomplished, the test's purpose is established. Evidence shows that the reliable variance in a great variety of educational and psychological tests can be attributed to a single global factor of language proficiency. (Author/SI)
DT 810217
CP Y

AN 004217
TI Functional Proficiency Theory and a Research Role for Language Tests.
YR (month/year) 79
AU Upshur, John A.

IS N
LG English
PT 142; 150
AV Not available separately. See Concepts in Language Testing: Some Recent Studies (BE004510), available from TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057 (members $4.00, nonmembers $5.00)
NT p. 75-100.
Paper presented at the Annual TESOL Convention (Mexico City, April 6-7, 1978).
DE *Language Tests; *Language Proficiency; *Test Theory; Pragmatics; Psycholinguistics; Test Validity; *Test Selection; *Linguistic Theory; *Test Construction; Language Usage; Criterion Referenced Tests; Language Research
AB Language proficiency may be viewed either as a relation between an individual and a situation requiring the use of language, or as a psychological capacity of an individual which together with other capacities enables that person to function in a situation requiring the use of language. There are important differences between language proficiency tests developed according to these two views. Criterion-related validity is most appropriate for pragmatics tests, which reflect the first view; construct validity is most appropriate for capacity tests, which reflect the second view. The development and validation of capacity tests suggests a functional theory of language proficiency which may be useful for the understanding of such diverse phenomena as type of bilingualism, effects of instruction, fossilization, and affective response. Twenty-four references are cited. (Author/SI)
DT 810217
CP Y

AN 004218
TI Papers on Language Testing 1967-1974.
YR (month/year) 75
AU Palmer, Leslie, ed.; Spolsky, Bernard, ed.
IN Teachers of English to Speakers of Other Languages. (HUR85471)
GS U.S.; District of Columbia
IS N
LG English
PT 021; 143; 070
AV TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (members $5.50, nonmembers $6.50)
NT v, 228 p.
For individual papers, see BE004219-4228 and 4230-4235.
DE *Language Tests; *Language Proficiency; *Testing Problems; Elementary Secondary Education; Adults; Verbal Tests; Test Validity; Test Reliability; *English (Second Language); *Testing; Speech Skills; *Second Language Learning; Sociolinguistics
LC A.1.1; A.2.5; A.2.2; R.3.3
AB The 21 papers in this volume represent research conducted in language testing from 1967-1974. Included are papers from the International Seminar on Language Testing held at San Juan, Puerto Rico, in May 1973. Two major sections divide the works into: (1) test development and (2) theory and interpretation of language tests. The first section comprises three parts: techniques, oral tests, and specific test instruments. The subject matter deals with competency testing, cloze tests, English grammar, English as a second language (ESL), Black

dialects, the testing of American Indians, and placement tests for adults. The three subdivisions of the second part, validation, sociolinguistic aspects, and cultural considerations, examine tests currently in wide use and the needs of the language education community. Language attitudes, test reliability, scores of Mexican American and Black students, and bilingual education are explored individually. The appendix reviews trends in testing during the years represented in the collection. Each paper includes a short abstract and a bibliography. (SI)
DT 801208
CP Y

AN 004300
TI Barron's How To Prepare for the TOEFL (Test of English As a Foreign Language).
YR (month/year) 79
AU Sharpe, Pamela J.
GS U.S.; New York
IS N
LG English
PT 055
AV Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797 (ISBN 0-8120-2115-0, $8.95)
NT 302 p.
DE *Language Tests; Test Wiseness; *Language Proficiency; *Test Coaching; *English (Second Language); Postsecondary Education; Admission Criteria; *Standardized Tests; Foreign Students; *Grammar; Language Usage; Listening Comprehension; Written Language; Vocabulary; Reading Comprehension; Non English Speaking; Second Language Learning
ID *Test Of English As A Foreign Language; TOEFL
LC A.1.1
AB A comprehensive guide is presented for all foreign students preparing to take the Test of English as a Foreign Language (TOEFL) for admission to U.S. colleges and universities. The guide includes six model TOEFL examinations with complete answer keys and explanations. The models are patterned after the most recent version of the TOEFL, and include listening comprehension, English structure and written expression, and reading comprehension and vocabulary. A prepared review of English grammar and usage is also provided, stressing those aspects of the language most troublesome to nonnative speakers. Information on how to apply for the test is included. (Author/SI)
DT 801210
CP Y

AN 004401
TI Language Assessment Scales.
YR (month/year) 79
AU Berman-Benedek, Judith
SO Bilingual Resources, v3 n1 p36-38 1979
IS J
LG English
PT 080; 142
NT 3 p.
DE *Language Proficiency; *Language Dominance; *Spanish; *Speech Skills; Test Reviews; Elementary Secondary Education; *Language Tests; *English;

Testing Problems
ID *Language Assessment Scales
AB The Language Assessment Scales, tests of oral proficiency and language dominance in English and Spanish, are reviewed. The scales are appropriate for students at two age levels, grades K-5 and grade 6 to adults. Students are tested on various aspects of language proficiency and then assigned one of five ratings, ranging from nonspeaker to fluent speaker of the language. The aspects of language proficiency tested include minimal sound pairs, phonemes, lexicon, aural discourse/sentence comprehension with pictures, story retelling, decoding and encoding, syntax, and contextual performance. The 20-minute test can be easily administered by a bilingual rater after intensive training in the manipulation of the materials. Problems with the scales include lack of a range of acceptable answers and lack of test-retest information. Pilot studies have been conducted to determine interrater reliability, internal reliability, content validity, and concurrent validity, but more statistical evaluations are needed. While the colored paper used in the test booklet may be distracting and difficult to read from, the tapes are clear and well-paced. (RW)
DT 810217
CP Y

AN 004604
TI Nondiscriminatory Evaluation.
YR (month/year) 80
AU Bailey, Donald B., Jr.; Harbin, Gloria L.
SO Exceptional Children, v46 n8 p590-596 May 1980
IS J
LG English
PT 080; 120; 070
NT 7 p.
DE Diagnostic Tests; *Educational Diagnosis; Exceptional Persons; Educational Needs; *Test Bias; *Culture Fair Tests; Elementary Education; Cultural Differences; *Student Placement; *Special Education; *Minority Group Children
ID *Adaptive Behavior Scales
AB The status of nondiscriminatory evaluation and current attempts to reduce test bias are reviewed. Historically, the most common strategy employed by test developers to end bias has been to minimize the cultural and verbal components of testing. More recently, efforts have been made to replace intelligence tests with adaptive behavior scales which assess an individual's coping ability and can provide a more meaningful index of the individual's need for special services. Adaptive behavior scales have been classified into three categories: developmental, psychosocial, and social systems. Developmental measures, among the earliest adaptive measures, were not normed on culturally diverse populations. Psychosocial measures, while useful for program planning, are not useful for identification of mentally retarded individuals because they are not norm referenced and do not provide an accurate picture of normative functioning. The Adaptive Behavior Inventory for Children is the only available social system measure; it assesses the child's ability to participate in social roles in the home and community. Despite the success of adaptive behavior tests, problems remain with them in regard to data collection, construct consensus, and student placement reliability. Many professionals favor the increased use of criterion referenced tests in the evaluation process because they focus on the specific educational needs of children rather than the

labeling process. Others contend that a set of special group norms can provide a meaningful standard for evaluative comparison. It is concluded that the elimination of bias in decisionmaking will not be completely achieved through the development of new test instruments alone. Thirty-nine references are appended. (RW)
DT 810224
CP Y

AN 005157
TI Catalogue of Curriculum Materials That Can Be Used in the Education of Limited English Proficiency Students.
YR (month/year) Mar80
AU Hoang, Phu, comp.; Choi, David, comp.
IN Bilingual Education Technical Assistance Center, Tacoma, Wash.
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS N
LG English
PT 131
AV Bilingual Education Technical Assistance Center, Tacoma Public Schools, Tacoma, Washington 98405
NT 1, 70 leaves.
DE *Language Tests; Chinese; Audiovisual Aids; *Teaching Guides; Dictionaries; Reading Materials; *Instructional Materials; *English (Second Language); Elementary Secondary Education; Adult Education; *Korean; Korean Culture; *Indochinese; Cambodians; Laotians; Vietnamese People; Language Proficiency; Student Evaluation; Cultural Education; Cross Cultural Studies; Asian History; Asian Americans; Lao; Korean Americans; Vietnamese; Second Language Instruction; Resource Materials; United States History
ID Limited English Proficiency; LEP
LC A.1.1; F.1.3; D.1; K.1.4; K.1.2; K.2.3; F.1.1; F.1.2; H.1
AB A selected list of resources for people involved in the education of Indochinese and Korean students at the primary, secondary, and adult educational levels is presented. Included are instructional materials, teaching aids, dictionaries, administrator guides, tests, and cultural education materials that related to the following areas and language groups: (1) English as a second language, (2) language assessment and student placement, (3) Khmer, (4) Lao and Hmong, (5) Vietnamese, and (6) Korean. The language assessment section includes tests for measuring intelligence and tests to determine language proficiency in English, Korean, Pilipino, Chinese, and Samoan. Over 130 availability addresses are included. A typical entry includes title and author, source, educational level served, cost, and a brief annotation. (PMJ/LB)
DT 800929
CP N

AN 005234
ER ED183027
TI Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography.
SE Language in Education: Theory and Practice, No. 24.
YR (month/year) May80
AU Lange, Dale L., comp.; Clifford, Ray T., comp.
IN ERIC Clearinghouse on Languages and Linguistics, Arlington, Va. (BBB11020)

SN National Inst. of Education (DHEW), Washington, D.C. (BBBO6621)
NO C 400-77-0049
GS U.S. Virginia
IS N
LG English
PT 131
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-112-3, $7.95); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($21.32, microfiche $0.83, ED183027)
NT ix, 340 p.
DE *Bilingual Education; *English (Second Language); *Second Language Learning; Native Language Instruction; *Language Proficiency; *Language Tests; Annotated Bibliographies; French; German; Language Research; Measurement Techniques; Spanish; Test Construction; Test Validity; *Testing
AB Documents and articles on second language testing that were included in the ERIC data base from 1966 through 1979 are covered in this bibliography. Each of the approximately 1,600 entries is identical to a document resume that appeared in "Resources in Education" or "Current Index to Journals in Education" during that period. The bibliography is indexed by subject and author. Most of the documents cited are not actual tests but reports on such subjects as the application of specific testing theories and the evaluation of testing methodologies. Conference papers, institutionally sponsored studies, and monographs are among the document types included. Although the documents cited deal principally with second language testing, many are applicable to language testing as a whole. (CCM)
DT 810218
CP Y

AN 005307
TI Performance of Bilingual Children on the Spanish Standardized Illinois Test of Psycholinguistic Abilities.
YR (month/year) 79
AU McCall-Perez, Frederick C.
GS U.S.; Arizona
IS N
LG English
PT 041
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 79-18260)
NT 85 p.
Ph. D. Dissertation, University of Arizona.
DE *Bilingual Students; *Comparative Testing; *Spanish Speaking; Grade 2; Kindergarten; Primary Education; *Language Proficiency; *Psycholinguistics; Bilingualism; English; *Language Tests; Hispanic Americans; Language Dominance
ID California; Illinois Test of Psycholinguistic Abilities
AB A study was conducted to determine whether Spanish-English bilingual children score significantly higher on a testing instrument normed in Spanish or on an English translation of the same test. The subjects were 26 kindergarten and 28 second grade children enrolled in bilingual programs in Hayward, California. All children reported that Spanish was spoken in their homes. About 28 percent of the subjects were from middle socioeconomic status (SES) families and the rest were from lower

SES families. The subjects were administered the Illinois Test of Psycholinguistic Abilities (ITPA), standardized on a monolingual Hispanic population, and on its English translation. Half of the children at each grade level were tested first in Spanish and then tested within four days in English; with the other half, the testing order was reversed. The children scored as well or better on the English translation of the Spanish ITPA. Differences between the results on the English and Spanish versions appeared to be primarily on subtests in the auditory-vocal channel, rather than on those in the visual-motor channel. At the second grade level, there was a wider range of scores on the Spanish test than at the kindergarten level. Test performance in this sample population was lower than for the monolingual standardization sample, but similar to the Tucson-San Diego sample. It is emphasized that the results of this study cannot be generalized to Hispanic bilingual children whose Spanish is dominant or who are significantly more fluent in Spanish. (JG)
DT 810415
CP Y

AN 005322
TI Multiple Measures of Second Language Acquisition among Hispanic Children in a Bilingual Program.
YR (month/year) 79
AU Cooley, Hiram William
GS U.S.; Wisconsin
IS N
LG English
PT 041; 143
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 79-21551, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT 195 p.
Ph. D. Dissertation, University of Wisconsin at Madison.
DE *Language Tests; *Spanish Speaking; *Measurement Techniques; *Language Proficiency; *Sociolinguistics; *Ethnography; Second Language Learning; Language Dominance; Observation; Interviews; Testing; Educational Psychology; Primary Education; Language Usage; Cloze Procedure; Spanish; English; Urban Education
ID Bilingual Programs; Speech Acts; Wisconsin (Milwaukee)
AB Four methods of assessing bilingual language development among linguistically divergent children were used in an attempt to determine whether a combined approach would provide more useful results than any single method of language assessment. The methods utilized were psycholinguistic testing, sociolinguistic interviews, controlled observation of speech acts, and ethnographic analysis. A sample of 89 primary school children from 3 Milwaukee inner-city schools with varying proportions of Hispanic enrollment were administered Cloze tests, with 55 tested in English and 34 in Spanish. The sample included 17 balanced Spanish-English bilinguals, 28 Spanish-dominant children, and 44 English-dominant children. A second sample of 60 children were interviewed with regard to family background and home language use. For controlled observation of speech events, one balanced bilingual, one Spanish-dominant child, and one English-dominant child were selected from each of four classrooms. Ethnographic data were collected to provide a context for the evaluation of the other procedures. The self-report data obtained through the interviews showed the language spoken in the home to be an important determinant of speech behavior.

Interview data and observational data yielded similar evaluations of oral Spanish performance. However, these results were contradicted by scores on the Spanish Cloze test, suggesting either that unrelated aspects of language development were being measured or that the assessment methods were not valid. Problems in administering the Cloze test in the face of distrust on the parts of school personnel and the population to be tested contributed to the inconclusiveness of the results. A bibliography containing approximately 600 references is included. (JG)
DT 810513
CP Y

AN 005439
TI Study of the Cloze Procedure with Native and Non-Native Speakers of English.
YR (month/year) 79
AU Alderson, Jon C.
GS United Kingdom; Scotland
IS N
LG English
PT 041; 143
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 80-05232, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT Ph. D. Dissertation, University of Edinburgh (Scotland).
DE *Cloze Procedure; *Language Tests; *Language Proficiency; *Comparative Testing; *English; Native Speakers; English (Second Language); Adults; Adolescents; Reading Skills; Syntax; Vocabulary Skills; Scores; Reading Tests
ID Great Britain
AB A study administered cloze tests to native and nonnative speakers of English to determine the effects of the following three variables on their performance: (1) frequency of word deletion, (2) difficulty of the original text, and (3) the procedure used to judge acceptable restorations of the deleted word. Three texts were selected and subjected to the deletion of every 6th, 8th, 10th, and 12th word, to produce 12 cloze tests. Five scoring procedures were developed to assess responses for degree of similarity to the deleted words. The subjects were 360 adolescent native speakers of English and 360 adult students who were nonnative speakers of English. Analysis of the results showed that variation of deletion frequency had different effects with different texts; certain scoring procedures reduced these effects. Different cloze tests yielded unpredictably different measures of English proficiency. Examination of identical deletions showed that no increase in the predictability of deleted words resulted from increasing context from 5 to 11 words. Since the quantity of context had no effect on predictability, it was suggested that the cloze procedure is essentially sentence-bound. On the basis of factor analyses and correlations with measures of English proficiency, it was concluded that the cloze test is a better test of syntactic and lexical skills than of higher-order reading abilities. A bibliography listing approximately 150 references is included. (Author/JG)
DT 810611
CP Y

AN 005448
TI Test Speededness, Test Anxiety, and Test Performance: A Comparison of Mexican American and Anglo American High School Juniors.
YR (month/year) 79
AU Rincon, Edward Trillo
GS U.S.; Texas
IS N
LG English
PT 041; 143
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 80-09917, xerography $24.00, academic $18.00, microform $13.00, academic $9.00)
NT 187 pp.
Ph. D. Dissertation, University of Texas at Austin.
DE *Mexican American Education; *Testing; Timed Tests; *Test Anxiety; Grade Point Average; Anglo Americans; Grades (Scholastic); Cultural Background; *Ethnic Groups; *Aptitude Tests; Comparative Testing; High School Students; Secondary Education; Grade 11; Hispanic Americans; Standardized Tests; Socioeconomic Influences
ID School and College Ability Tests
AB To test the assumption that test speededness introduces bias into aptitude testing procedures for ethnic minorities, a study compared the test performances of Mexican American and Anglo-American high school juniors to determine: (1) the extent to which test speededness defferentially influenced the psychometric properties of aptitude test scores and (2) the relationship of test anxiety level to speededness-related differences in aptitude test performance. The effects of high school grade point average and socioeconomic status were also examined. The subjects, 80 Anglo-American and 101 Mexican American males and females, were randomly assigned to either a speed (20-minute time limit) or a power (40-minute) testing condition. The instruments utilized were the School and College Ability Tests (SCAT) quantitative test and the Factor I Subscale of the Test Anxiety Scale; each subject also completed a form requesting descriptive background data. Data analysis revealed that test speededness had a negligible effect on the test scores of Mexican Americans and a more noticeable but not significant effect on the test scores of Anglo-Americans. For Anglo-Americans, test anxiety level was inversely related to SCAT perfomance in both time conditions and did not interact with time conditions, since the difference between power and speed performance was not significant. For Mexican Americans, the relationship between test anxiety level and SCAT performance was inverse in the power condition and curvilinear in the speed condition. With regard to interaction between anxiety level and time condition for Mexican Americans, performance in the speed condition was generally lower than in the power condition at low to moderate levels of test anxiety, but higher than in the power condition at higher levels of test anxiety. Descriptive background data showed a certain academic advantage for Anglo-Americans relative to Mexican Americans. Approximately 130 references are cited. (Author/JG)
DT 810506
CP Y

AN 005450
TI Exploratory Study of Differences between Two English Reading Achievement Tests with Hispanic Bilingual Students and Monolingual English Students.
YR (month/year) 80

AU Lubaus, Zane
GS U.S.; Pennsylvania
IS N
LG English
PT 041
AV University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 80-10078)
NT 202 p.
Ph. D. Dissertation, Pennsylvania State University.
DE *Reading Tests; *Test Bias; Comparative Testing; *Test Validity; Test Reliability; Elementary Education; Grade 4; Grade 5; Grade 6; Spanish; Spanish Speaking; *Hispanic Americans; Bilingual Students; Cultural Differences; *Reading Achievement; Item Analysis; Minority Groups; Language Proficiency
ID *Gates MacGinitie Reading Tests; Pennsylvania; LEP; Limited English Proficiency
AB To determine whether standardized tests designed for and normed on monolingual English speakers can accurately assess linguistically and culturally different students, this study compared two English reading achievement tests for validity, reliability, and difficulty with Spanish-English bilingual students and English monolingual students. The two tests studied were the nationally normed Gates-MacGinitie Reading Test and the Inter-American Test of Reading, which is not nationally normed but designed for and used mainly with Hispanic students. The study also examined: (1) the response patterns of Hispanic and non-Hispanic students for evidence of item bias on the Gates-MacGinitie Reading Test and (2) the construct validity of vocabulary and comprehension reading subskills for evidence of convergent and discriminant validity as measured by four different methods. The 252 subjects in grades 4-6 were divided into the following ethnolinguistic groups: Hispanic limited-English-proficiency (LEP) students from English-Spanish bilingual education classes, Hispanic English-proficient students from monolingual English classes, and non-Hispanic monolingual English students from monolingual classes. For all three groups, the validity indices slightly favored the Gates-MacGinitie Reading Test over the Inter-American Test of Reading; reliability indices did not differ significantly between the two tests, and the difficulty level of the Gates-MacGinitie Reading Test was lower than that of the Inter-American Test. It was concluded that the Gates-MacGinitie Reading Test may be more appropriate for use with Hispanic students than the Inter-American Test of Reading. (Author/JG)
DT 810506
CP Y

AN 005637
TI Language Assessment Manual.
SE Resource for Developing a Student Placement System for Bilingual Programs (Series).
YR (month/year) Apr80
IN Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif. (88806572)
SN Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination. (88817090)
GS U.S.; California
IS N
LG English
PT 055

AV SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, California 90720
NT 126 p.
DE *Bilingual Students; *Student Placement; Needs Assessment; Language Proficiency; *Language Skills; *Language Tests; Second Language Instruction; Elementary Education; *English (Second Language); Program Guides; Resource Materials
ID *Bilingual Programs; Language Assessment; *Entry Exit Criteria
AB The manual details procedures for using the Language Skills Framework (LSF) to identify English language skills and select or construct tests to measure these skills. The LSF is an organized description of English proficiency measures. The LSF can be adapted to reflect a project's local instructional practices and needs. The testing considerations discussed include: determination of test content coverage and validity, sensitivity of test selection to local factors, ease of administration, reliability, procedures for test construction and validation, and the local norm development process. A flowchart, skill specifications, skills frameworks, and grade level skills listings for kindergarten through grade 6 are included. The manual is tab-indexed. (RW)
DT 810311
CP Y

AN 005673
TI Psychometric Considerations in Language Testing.
YR (month/year) 78
AU Clark, John L.D.
IS N
LG English
AV Not available separately. See Approaches to Language Testing (BE005671), available from Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-07505, $4.95)
NT p. 15-30.
DE *Language Tests; *Psychometrics; *Testing; *Prognostic Tests; *Achievement Tests; *Language Proficiency; Measurement Techniques; Test Reliability; Test Selection; Literature Reviews; Test Validity
AB Psychometric considerations are discussed relevant to three types of language tests: (1) prognostic tests, (2) achievement tests, and (3) proficiency tests. Prognostic tests measure the level of language accomplishment students would be expected to attain were they to follow particular instructional programs. Improvement of the criterion tests used to define language learning success is considered of great importance in the development of prognostic techniques. A major psychometric concern in achievement testing is that of sampling content within the confines of an administratively feasible test. A suggested approach is the establishment of operationally homogeneous content domains from which individual elements can be drawn for testing. Proficiency tests measure ability to utilize the tested language for pragmatically useful purposes within a real-life context. Direct proficiency testing, the attempt to duplicate the language situation, is concluded to be the most reliable method for determining language skills. (Author/SI)
DT 810217
CP Y

AN 005987
TI Strategy for the Assessment of Bilingual Handicapped Children.
YR (month/year) 80
AU Mowder, Barbara A.
SO Psychology in the Schools, v17 n1 p7-11 Jan 1980
IS J
LG English
PT 080; 142; 120
NT 5 p.
DE *Disabilities; *Bilingualism; Elementary Secondary Education; *Measurement Techniques; Culture Fair Tests; Criterion Referenced Tests; *Evaluation Methods; Standardized Tests; Special Education; *Bilingual Students; *Educational Assessment; Cultural Differences; Individualized Instruction
AB Because of current Federal legislation, educators must assess children with possible handicapping conditions and plan an individual education program for each child with a special need. Past trends are inadequate for these two purposes and have placed bilingual, culturally different children into special education classes disproportionately to their representation in the general population. Measurement experts and educators need to recognize that no one test is sufficient for the assessment of bilingual children. Past measurement directions are discussed and recommendations for the assessment of bilingual, culturally different children are made. Seven bibliographic references are cited. (Author/CCM)
DT 801219
CP Y

AN 006290
TI Goodenough-Harris Drawing Test and Ethnicity.
YR (month/year) 80
AU de Miranda Correia, Luis
SO Bilingual Journal, v5 n1 p13-14, 27 Fall 1980
IS J
LG English
PT 080; 143
NT 3 p.
DE *Ethnicity; *Cultural Influences; Cultural Background; Art Expression; *Portuguese; Grade 5; Elementary Education; Elementary School Students; *Intelligence Tests; *Testing; Test Results; Educational Experience; Psychological Testing
ID Drawing; Goodenough Harris Drawing Test; *Goodenough Draw A Man Test; Portuguese Americans
AB A study tested the hypothesis that nonfamiliarity with drawing materials and test situations, as well as differences in type of education received, would affect the Goodenough-Harris Draw-a-Man Test (Harris, 1963) scores of Portuguese schoolchildren. Twenty fifth-grade students, 10 Portuguese and 10 American, were used in the study. The scores of the American group were significantly higher than those of the Portuguese group. The results were interpreted as supporting the hypothesis that differences in Goodenough-Harris Draw-a-Man Test performance are a function of differential familiarity with drawing materials and with tests, and therefore different ethnic backgrounds. Six references are cited. (Author/CCM)
DT 801231
CP N

AN 006384
TI Nondiscriminatory Assessment: Implications for Teacher Education.
YR (month/year) 79
AU Morrow, Henry W.
SO Teacher Education and Special Education v2 n4 p59-64 Sum 1979
IS J
LG English
PT 080; 120
NT 6 p.
DE *Educational Diagnosis; Elementary Secondary Education; Disabilities; Minority Group Children; *Test Bias; *Culture Fair Tests; *Student Placement; *Special Education; Nondiscriminatory Education; Civil Rights Legislation; Test Interpretation; *Teacher Role
ID Adaptive Behavior Scales
AB The Office of Civil Rights determines the existence of discriminatory evaluation procedures by using an appraisal process that yields the number of minority group children placed in special education classes. The issue of nondiscriminatory evaluation procedures currently focuses on assessment for the purpose of determining the existence of a handicap. There is a serious question as to whether appraisal tests are technically sophisticated enough to account for sociocultural factors. Recently, culture fair tests based on adaptive behavior have been suggested. However, professional judgment continues to be the mainstay of test assessment reviews and placement decisions. Thus, the need for a teacher to be trained to assess students and relate curriculum to their individual needs is heightened. Both teachers and school administrators require flexibility in order to implement nondiscriminatory evaluation procedures. Twenty-nine references are appended. (RM)
DT B10122
CP Y

AN 006965
TI Psychological Assessment of Immigrant Children: Logic or Intuition?
YR (month/year) 80
AU Cummins, J.
SO Journal of Multilingual and Multicultural Development, v1 n2 p97-111 1980
IS J
LG English
PT 080; 070; 142
NT 16 p.
DE *Diagnostic Tests; *Psychological Evaluation; *Second Language Learning; Minority Group Children; Skills Development; Language Skills; Literacy; Student Placement; Evaluation Methods; Student Evaluation; Educational Research; *Immigrants; *Testing Problems; Academic Achievement; Young Children; Educational Diagnosis
AB Current assumptions regarding psychological assessment of immigrant and minority language children are examined in this paper. It is argued that immigrant children tend to acquire fluent surface skills in their second language more rapidly than conceptual and literacy skills. Research indicates that immigrant children require at least 5 years of residence in the host country to approach native norms in second language conceptual and literacy skills. Failure to take into account this developmental process, along with the limitations of psychological asesment instruments, can result in misdiagnoses of immigrant students' academic difficulties and subsequent misplacement in school. Potential

pitfalls in current assessment procedures are illustrated by examples from an ongoing study in which the psychological assessments of over 400 immigrant students are being analysed, and suggestions are made for the development of improved assessment procedures for immigrant and minority language children. Twenty-eight references are cited. (Author/SI)
DT 810409
CP Y

AN 006996
TI Testing Mexican American Youth: A Nondiscriminatory Approach.
YR (month/year) 80
AU DeBlassie, Richard R.
GS U.S.; Massachusetts
IS N
LG English
PR 142
AV Teaching Resources Corporation, 50 Pond Park Road, Hingham, Massachusetts 02043 (ISBN 0-8301-0649-9, order no. 93-310, $10.95)
NT 272 p.
DE *Mexican Americans; *Standardized Tests; *Testing; Test Results; *Test Interpretation; Secondary Education; Minority Groups; Youth; Spanish Speaking; *Psychological Testing; Cultural Differences; Case Studies
AB This book discusses the use and misuse of standardized tests with culturally different youth, particularly Mexican American youth. Intended for all test and assessment data users, the book reviews the principles of psychological testing, statistics, test scores, and other assessment factors, and presents a number of practical procedures and suggestions for using assessment data with Mexican American youth for instructional and counseling purposes. Case studies are described and comprehension exercises for each chapter are provided. Bibliographies citing 214 references and tabular information are included. (Author/CCM)
DT 810218
CP Y

AN 007004
TI Bibliographie analytique de tests de langues. Analytical Bibliography of Language Tests.
YR (month/year) 77
AU Savard, Jean-Guy
IN Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism. (88801799)
GS Canada; Quebec
IS N
LG English; French
PT 131
AV International Scholarly Book Services, Inc., 2130 Pacific Avenue, Forest Grove, Oregon 97116 (ISBN 0-7746-6438-X, $12.50)
NT xiv, 570 p.
DE *Language Tests; Annotated Bibliographies; *Second Languages; *Psychological Testing; Psycholinguistics; Aptitude Tests; Language Proficiency; *Native Language Instruction; *Bilingual Students; *Test Reviews
AB This bibliography of 498 tests covers second language, mother tongue, and bilingual tests, as well as selected psycholinguistic tests,

aptitude tests for language learning, and general aptitude, interest, and intelligence tests. Each entry includes the following information (provided in French): title, author, editor, forms, category or type, testees, level, language(s), subjects, material, time required for group testing, scoring, norms, reliability and validity, and analyst comments. Title and author indexes are provided, as well as a list of publishers. The languages covered by the tests are: Afrikaans, Chinese, Dutch, English, French, German, Hebrew, Italian, Latin, Russian, and Spanish. (Author/SI)
DT 810529
CP Y

AN 007039
TI Identification and Assessment of LES/NES Students in California.
YR (month/year) 80
AU Reyes, Ramiro
IS N
LG English
PT 150; 141
AV Not available separately. See Current Issues in Bilingual Education (BE007020), available from Georgetown University Press, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057 (ISBN 0-87840-115-6, $8.95)
NT p. 247-252.
Paper presented at the Annual Georgetown University Round Table on Languages and Linguistics (Georgetown University, Washington, D.C., 1980).
DE *Non English Speaking; *Student Evaluation; State Programs; *Language Proficiency; English (Second Language); *Educational Policy; Language Tests; *Identification; *Measurement Techniques; Elementary Secondary Education; State Legislation
ID *California; Limited English Speaking Ability; LESA; Language Assessment
AB Procedures and instruments used for the identification and assessment of limited-English-speaking (LES) and non-English-speaking (NES) students in the State of California are described. With the passage of the Chacon-Moscone Bilingual Education Act, in 1976, uniform census taking methods became effective for all California school districts. To meet these legislative requirements, the superintendent of schools prescribed the use of a home language survey and an observation assessment instrument developed by the San Diego Unified School District; however, educational agencies were not restricted to their use. When a parent, guardian, teacher, or administrator claimed reasonable doubt regarding the accuracy of a pupil's classification, reassessment was conducted using one of four tests approved by the State Department of Education: (1) Language Assessment Scales (LAS), (2) Bilingual Syntax Measure (BSM), (3) Language Assessment Battery (LAB), or (4) Basic Inventory of Natural Language (BINL). It is concluded that proper identification of LES/NES students is essential to the development of appropriate treatments for their acquisition of Standard English. Four references are cited. (Author/SI)
DT 810317
CP Y

AN 007059
TI Factor Structure of the WISC-R with Anglos and Mexican-Americans.

YR (month/year) 80
AU Dean, Raymond S.
SO Journal of School Psychology, v18 n3 p234-239 1980
IS J
LG English
PT 080; 143
NT 6 p.
DE *Mexican Americans; Intelligence Quotient; *Intelligence Tests; Test Validity; *Comparative Testing; *Factor Structure; Test Interpretation; *Anglo Americans; *Culture Fair Tests; Elementary Secondary Education
ID *Wechsler Intelligence Scale for Children (Revised); Arizona (Phoenix)
AB The underlying factor structure of the Wechsler Intelligence Scale for Children-Revised (WISC-R) was compared for Anglo-American and Mexican American children. The 10 regular subtests of the WISC-R were administered to 109 Anglo-American and 123 Mexican American children ranging from 8 to 15 years of age. The subjects had been referred for psychological evaluation because of learning difficulties. The three factors which emerged for each group, verbal comprehension, perceptual organization, and freedom from distractibility, corresponded to those usually reported for the WISC-R. The results indicated that the WISC-R measures similar constructs when administered to Anglo-American and Mexican children. Although the Anglo-American children exceeded the Mexican American children on all IQ scales, the findings did not reveal a lack of construct validity or unfairness to the Mexican American child. Ten references are cited. (Author/RW)
DT 810716
CP Y

AN 007096
TI Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (Third, Southern Illinois University at Carbondale, September 26-28, 1979).
SE Occasional Papers on Linguistics, No. 6 (Series).
YR (month/year) 79
AU Silverstein, Raymond, ed.
IN Southern Illinois Univ., Carbondale. Dept. of Linguistics. (BBB14924)
GS U.S.; Illinois
IS N
LG English
PT 021; 143
AV Publications Coordinator, Department of Linguistics, Southern Illinois University, Carbondale, Illinois ($15.00; all orders must be prepaid)
NT vii, 337 p.
DE *Language Proficiency; *Language Dominance; *Testing; Language Tests; *Measurement Techniques; Evaluation Methods; *Second Language Learning; Bilingualism; Writing Skills; Dialect Studies; English (Second Language); Teaching Methods; *Test Reviews; Language Research; Educational Research; Reading Skills
ID Language Assessment
AB The Third International Conference on Frontiers in Language Proficiency and Dominance Testing was held at Southern Illinois University in 1979. The 28 papers in this collection are divided into five sections dealing with: (1) aspects of language testing, (2) bilingualism, (3) bidialectalism, (4) general assessment of language proficiency, and (5) written assessment of language proficiency. Many of the papers report on original research in language testing; others are literature reviews, discussions of current trends and needs in language assessment, and

program model descriptions. Specific topics include test reliability and validity when assessing English as a second language (ESL) skills, future research direction in bilingual education, bilingual teachers' language proficiency, teaching methods, ethnicity and linguistics, and attitudes in ESL learning strategies. Separate bibliographies are provided. (SI)
DT 810409
CP N

AN 007191
TI Annotated Bibliography of ESL Testing.
YR (month/year) Aug78
AU Troy, Kathleen, comp.; Allix, Beverley, ed.; Ray, Judy, ed.
IN Ontario Ministry of Culture and Recreation, Toronto. (BBB14552)
GS Canada; Ontario
IS N
LG English
PT 131
AV Ontario Government Bookstore, 850 Bay Street, Toronto, Ontario, M7Z 1L2 Canada ($2.00)
NT 50 p.
DE Annotated Bibliographies; *English (Second Language); *Language Tests; *Testing; Aptitude Tests; Standardized Tests; Speech Skills; Listening Skills; Writing Skills; Reading Skills; Vocabulary Skills; Test Interpretation; Scoring; Error Analysis (Language); Language Laboratories; Communicative Competence (Languages)
ID Test Of English As A Foreign Language; TOEFL; Michigan Test Battery
AB This annotated bibliography on testing English as a second language (ESL) comprises 15 chapters, each dealing with a specific aspect of ESL assessment. Topics include standardized tests, aptitude tests, language skills tests, test construction, test interpretation, error analysis, testing in the language laboratory, and focus on the target group. Whenever possible, document availability is indicated. (SI)
DT 810413
CP N
GV Foreign

AN 007358
TI Language Tests at School.
SE Applied Linguistics and Language Study (Series).
YR (month/year) 79
AU Oller, John W., Jr.
GS United Kingdom; England
IS N
LG English
PT 070; 142
AV Longman Group, Fourth Avenue, Harlow, Essex, CM19 5AA England (ISBN 0-582-55294-X paperback, 5 pounds)
NT xx, 492 p.
DE *Testing; Multilingualism; Student Attitudes; Student Motivation; *Language Tests; Applied Linguistics; *Pragmatics; *Language Skills; Language Usage; Test Selection; *Language Proficiency; Measurement Techniques; Attitude Measures; Syntax; Auditory Tests; Cloze Procedure; Multiple Choice Tests; Essay Tests; Models; Affective Measures;Test Validity; Statistical Data; Speech Communication

AB This book discusses the importance to all educational tasks of language testing, and emphasizes the pragmatically oriented approach v. the discrete point oriented approach. Practical recommendations are provided concerning how to prepare, administer, score, and interpret pragmatic language tests. The linguistic bases of tests of intelligence, achievement, and aptitude are discussed, and the question is raised whether IQ tests measure language proficiency more than innate capabilities. Thirteen chapters include information on: (1) language skill as a pragmatic expectancy grammar, (2) discrete point, integrative, or pragmatic tests, (3) multilingual assessment, (4) measuring attitudes and motivations, (5) syntactic linguistics as a source for discrete point methods, (6) statistical traps, (7) discrete point tests, (8) multiple choice tests, (9) dictation and closely related auditory tasks, (10) tests of productive oral communication, (11) varieties of cloze procedure, (12) essays and related writing tasks, and (13) inventing new tests in relation to a coherent curriculum. The appendix discusses the divisibility of the factorial structure of language proficiency. Each chapter includes key points, discussion questions, and suggested readings. A bibliography, subject index, 17 tables, and 19 figures are appended. (Author/SI)
DT 810428
CP Y

AN 007419
TI Testing and Ethnic Minority Students: An Annotated Bibliography.
YR (month/year) Oct80
AU Vasquez, James A.; Gonzales, Sandra E.; Pearson, Mary E.
GS U.S.; Virginia
IS N
LG English
PT 131
AV National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, Virginia 22209
NT 28 p.
DE *Testing; *Minority Groups; *Ethnic Groups; Annotated Bibliographies; Research Reports; Cognitive Measurement; Psychological Testing; Racial Differences; Socioeconomic Influences; Test Bias; Test Validity; Culture Fair Tests; Periodicals; Resource Materials; State Of The Art Reviews; Intelligence; Measurement Techniques
AB The purpose of this annotated bibliography is to provide a sampling of the research and literature regarding various aspects of psychological and educational testing of ethnic minority students. The selections, which are theoretical, practical, or experimental in nature, include brief summaries of the content, major findings, and issues discussed in each work. Where available, the number of references cited is noted, and specific ethnic groups are indicated for some works. The literature includes discussions on testing as related to differing theories of intelligence, the degree of heritability of intelligence, racial differences, socioeconomic differences, and the appropriate use of educational and psychological measures. Some articles explore factors which influence test performance and the advantages and disadvantages of alternative forms of testing. Others describe potential historical, social, and political consequences of testing policies. (Author/SI)
DT 810501
CP Y

AN 007424
TI Communication Assessment of the Bilingual Bicultural Child: An Overview.
YR (month/year) 81
AU Erickson, Joan Good
IS N
LG English
PT 070
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-1599-7)
NT p. 1-21.
DE Testing; Language Tests; *Communicative Competence (Languages); *Bilingual Students; Testing Problems; *Measurement Techniques; English (Second Language); *Models; *Test Theory; Culture Fair Tests; Evaluation Methods; Evaluation Criteria; Criterion Referenced Tests
ID *Language Assessment
AB While tests are an objective and standardized measure of one aspect of behavior, the term "assessment" implies a broader approach. This paper has three goals: (1) to provide a historical overview of various approaches to testing language, (2) to clarify the issues complicating communicative competence assessment of bilinguals, and (3) to propose alternatives to solving the problem of language assessment in the educational environment. A communication assessment model that includes an analysis of function along with supportive information on form can satisfy the evaluation criteria of reflecting contemporary theories as well as the nature of the communicative process. The approach allows for criterion- rather than norm-referenced testing, which is better suited to minority children, and provides developmental information on the individual and the potential for local norms that take dialect differences into account. Sixty-six references are cited. (Author/SI)
DT 810528
CP Y

AN 007425
TI Evaluating Language Assessment Tests: Some Practical Considerations.
YR (month/year) 81
AU Leemann, Elizabeth M.
IS N
LG English
PT 070
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-1599-7)
NT p. 115-127.
DE *Test Reliability; *Test Validity; Evaluation Criteria; *Language Tests; Evaluation Methods; Test Selection; *Language Proficiency; *Test Bias; Age Differences; Test Theory; *Bilingual Students; Culture Fair Tests
ID *Language Assessment
AB The pressing demand for bilingual language assessment instruments has resulted in the development of a number of new tests and translations of tests originally used for assessing English abilities. This paper introduces the basic concepts of educational evaluation and the application of these concepts to the specific context of language testing. The concept of validity is defined as the extent to which a test measures what it purports to measure; reliability is the

consistency of the test results. Direct tests, which include oral interviews, dictation, and composition, are defined, as well as the cloze procedure, which consists of a passage from which words have been deleted at regular intervals. Factors affecting test validity include age and cultural bias. The translation of test items into any other language completely destroys its underlying rationale, and subsequently affects its validity. It is concluded that various instruments must be studied in terms of their appropriateness to the test user's goals, the age and background of the test population, and the time, space, and personnel available for administration and scoring. Eighteen references are cited. (Author/SI)
DT 810528
CP Y

AN 007426
TI Discrete Point Language Tests of Bilinguals: A Review of Selected Tests.
YR (month/year) 81
AU Day, E. Catherine; McCollum, Pamela A.; Cieslak, Valerie A.; Erickson, Joan Good
IS N
LG English
PT 070; 142
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-1599-7)
NT p. 129-161.
DE *Bilingual Students; *Measurement Techniques; *Language Proficiency; *Language Dominance; Test Reviews; Bilingualism; Test Validity; Test Reliability; *Language Tests
ID James Language Dominance Test; Dos Amigos Verbal Language Scale; Short Tests Of Linguistic Skills; *Discrete Point Tests; Boehm Test Of Basic Concepts; Carrow Auditory Test Of Language Comprehension; Language Assessment
AB Five discrete-point tests used in assessing first and second language proficiency and dominance are described and reviewed. Language is seen as a series of distinct structural units, phonemes and morphemes, and mastery of each of these separate units is equivalent to mastery of the language as a whole. It is assumed that responses to a written exam will generalize to verbal skills. The following tests are reviewed: (1) James Language Dominance Test, (2) Dos Amigos Verbal Language Skills, (3) Short Tests Of Linguistic Skills, (4) Boehm Test of Basic Concepts, and (5) Carrow Test of Auditory Comprehension of Language. Each review covers the test's history, procedure, reliability and validity, and reviewer's comments. The instruments are representative of measures available commercially or through Federal bilingual dissemination centers and local school districts. Fourteen references are cited. (Author/SI)
DT 810528
CP Y

AN 007427
TI Quasi-Integrative Approaches: Discrete Point Scoring of Expressive Language Samples.
YR (month/year) 81

AU McCollum, Pamela A.; Day, E. Catherine
IS N
LG English
PT 070
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-1599-7)
NT p. 163-177.
DE *Language Tests; Test Reviews; Test Reliability; Test Validity; Measurement Techniques; *Bilingual Students; Bilingualism; Language Proficiency
ID Oral Language Evaluation; OLE; Bilingual Syntax Measure; BSM; Basic Inventory Of Natural Lang; BINL; Elicitation Techniques; *Quasi Integrative Tests; Discrete Point Tests; Language Assessment
AB Mixtures of discrete point and integrative oral language production instruments are currently being used to assess bilingual children. These approaches recognize the importance of spontaneous language sampling as the basis of assessment. Three commercial tests are described and discussed as representative of quasi-integrative approaches; each calls for a sample of natural language cued by pictures, which is then scored in discrete point fashion with the emphasis on syntax, vocabulary, and length of utterance. The tests reviewed are: (1) Oral Language Evaluation (OLE); (2) Basic Inventory of Natural Language (BINL); and (3) Bilingual Syntax Measure (BSM). Included are general descriptions, procedures, reliability and validity for the BSM, and reviewer's comments. While the OLE urges the use of natural language instead of written tests of teacher judgment, the BINL is directly related to classroom teaching. The scoring of the BSM does not depend upon the knowledge prior to testing because answers that are grammatically correct are scored as correct. Twenty-[illegible]e references are cited. (Author/SI)
DT 810528
CP Y

AN 007428
TI Assessing Communicative Competence: Integrative Testing of Second Language Learners.
YR (month/year) 81
AU Day, E. Catherine
IS N
LG English
PT 070
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-1599-7)
NT p. 179-197.
DE *Communicative Competence (Languages); Second Language Learning; *Measurement Techniques; Adults; Test Reviews; *Oral Language; Speech Skills; *Language Tests
ID Integrative Tests; FSI Language Proficiency Ratings; Savignon Communicative Competence Tests; Ilyin Oral Interview; Productive Language Assessment Tasks; PLAT; Mutual Problem Solving Task; MPST; Language Assessment
AB Professionals in language testing have expressed increasing dissatisfaction with discrete point tests as valid predictors of second

language ability. Awareness that language is more than the sum of its discrete parts stimulated the development of integrative tests of language proficiency. This chapter discusses selected integrative second language assessment instruments, describes what they purport to measure, and examines ways in which they are used. The four instruments reviewed are: (1) Foreign Service Institute (FSI) Oral Interview; (2) Savignon Communicative Competence Tests; (3) Ilyin Oral Interview; and (4) High/Scope instruments, which include the Productive Language Assessment Tasks (PLAT) and the Mutual Problem-Solving Task (MPST). The majority of oral language assessment instruments that can be truly categorized as integrative have been developed for use with adults, in this case the FSI, the Ilyin, and the Savignon tests. The lessons learned through examining them are useful in designing instruments for assessing child language proficiency in a bilingual situation. Fifteen references are cited. (Author/SI)
DT 810528
CP Y

AN 007430
TI Pragmatics and Ethological Techniques for the Observational Assessment of Children's Communicative Abilities.
YR (month/year) 81
AU Omark, Donald R.
IS N
LG English
PT 070
AV Not available separately. See Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines (BE007304), available from University Park Press, 300 North Charles Street, Baltimore, Maryland 21201 (ISBN 0-8391-15997)
NT p. 249-283.
DE *Pragmatics; Test Theory; *Measurement Techniques; *Language Tests; Language Proficiency; Test Selection; Child Language; *Classroom Observation Techniques; Test Validity; Individual Differences; Linguistic Theory; *Communicative Competence (Languages); Examiners; Student Behavior; Nonverbal Communication
ID *Naturalistic Observation; Language Assessment; *Speech Acts
AB The first priority in testing language development is the accurate assessment of individual abilities; the second order of priorities involves the separation of language and intelligence. This paper explores pragmatic techniques in language assessment by reviewing quantitative and qualitative techniques, speech acts, and techniques of naturalistic observation. The pragmatic approach is interested in communication rather than in language; the effects of communication produced by the child is assessed rather than the grammaticality. However, four basic problems are involved in such an approach: (1) the effect of different settings on linguistic behavior, (2) social relationships within testing situations, (3) scoring, and (4) observer objectivity. Three methods of naturalistic observation are discussed with suggestions on who, how long, where, when, and what to watch: focal child sampling, scan sampling, and matrix completion. The final section of the paper describes approaches to identification of the language disordered child that may be used by parents, teachers, and observers. The variety of material is meant to illustrate how the child can be viewed in different situations by different kinds of observers. Excerpts from the tests are included; 49 references are cited. (Author/SI)
DT 810528
CP Y

AN 007568
TI Initial Screening and Diagnostic Assessment of Students of Limited English Proficiency.
YR (month/year) 80
IN California State Univ., Los Angeles. National Dissemination and Assessment Center. (B8815398)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; California
IS N
LG English
PT 055
AV National Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, California 90032
NT 50 p.
DE Screening Tests; Language Skills; *Language Proficiency; *Diagnostic Tests; *Test Selection; Inservice Education; Resource Centers; Resource Materials; English (Second Language); Elementary Secondary Education; Student Placement; *Educational Diagnosis; *Non English Speaking; Cloze Procedure
ID Limited English Proficiency; LEP; *Entry Level Skills; *Language Assessment; Foreign Service Institute Oral Interview Test; FSI Language Proficiency Ratings
AB This handbook provides personnel in local school districts and State departments of education with suggested procedures and resources for the initial screening and diagnostic assessment of the English language skills of those students whose dominant language is other than English. The recommendations address the initial screening for placement and the diagnostic assessment of English language skills at entry point, when a child enters school or a school program for the first time. The diagnostic assessment procedures deal with estimating the student's proficiency in the English language skills of listening, speaking, reading, and writing. Various criteria used in selecting diagnostic tests are discussed, and an inservice program for training staff is outlined. A resource section includes sources of test reviews and a listing of 43 centers involved in dissemination and assessment, material development, and teacher training, as they relate to bilingual education. Appendixes include the following: (1) an English language p-rating sheet for reading and writing, (2) a procedure for rating oral language proficiency, (3) an excerpt from "Cloze Testing for Your Classroom," and (4) a sample instructional plan for a bilingual/ESOL class. (Author/CCM)
DT 810529
CP N

AN 007596
TI Misplaced Child: Does Linguistically Different Mean Learning Disabled?
YR (month/year) 81
AU Archuleta, Katherine; Cervantes, Hermes T.
IS N
LG English
PT 150; 070
AV Not available separately. See Proceedings of the Eighth Annual

International Bilingual Bicultural Education Conference (BE007580), available from the National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (ISBN 0-89763-054-8, $4.50)
NT p. 167-172.
Paper presented at the Annual International Bilingual Bicultural Education Conference (Eighth, Seattle, Washington, May 4-9, 1979).
DE Learning Disabilities; *Non English Speaking; *Minority Group Children; Elementary Secondary Education; *Educational Diagnosis; *Student Placement; Diagnostic Tests; Adjustment (To Environment); *Test Bias; Elementary Secondary Education; *Special Education
ID *Language Assessment
AB The assessment and subsequent placement of linguistically, culturally, and ethnically different students into classes for the learning disabled has come under considerable criticism. The concern stems from the inappropriate placement procedures used in assigning bilingual bicultural children to special education classrooms. Investigators have discovered that about 100 percent more Blacks and about 300 percent more Mexican Americans are labeled mentally retarded than would be expected from their proportions in the total population. However, efforts are currently being extended to develop more valid assessment techniques and to insure educational placements that are in the best interests of the children involved, including nondiscriminatory assessment, native language assessment, and assessment of adaptive behavior. Seven recommendations are made for continued efforts to alleviate misplacement and misdiagnosis of minority group children. Thirty-one references are cited. (Author/SI)
DT B10609
CP N

AN 007670
TI Testing Instruments for Reading Skills: English and Korean (Grades One to Three).
YR (month/year) Mar81
AU Chu, Harold S.
IN George Mason Univ., Fairfax, Va. (BBB08485)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Virginia
IS N
LG English
PT 160; 052
AV Center for Bilingual/Multicultural Teacher Preparation, Department of Education, George Mason University, Fairfax, Virginia 22030
NT iv, 152 p.
DE *Measurement Objectives; *Testing; Primary Education; Grade 1; Grade 2; Grade 3; *Reading Skills; *Korean; Transfer Of Training; Korean Americans; *English (Second Language); Language Tests; *Minimum Competencies; Educational Objectives; Diagnostic Tests
ID Minimal Objectives For Reading Essentials; MORE; Limited English Proficiency; LEP
AB Korean minimal objectives for reading essentials for grades 1-3 are detailed in this guide which is designed to provide technical assistance to Korean bilingual education programs. The objectives are based on the existing English objectives known as Minimal Objectives for Reading Essentials (MORE) used by the Arlington Public Schools, Virginia, since 1975. Part 1 of the 4-part guide discusses the transferral of reading skills in terms of phonological, lexical, and syntactic contrasts. Part

2 lists the MORE objectives for grades 1-3 in Korean and English. Part 3 examines English testing instruments and provides tests and profile sheets for grades 1-3. Part 4 examines Korean testing instruments and provides profile sheets for the three grade levels. The objectives may be applied in bilingual and English as a second language (ESL) classrooms with limited-English-proficient Korean-speaking students. (CCM)
DT 810604
CP N

AN 007702
TI Tests for Spanish Speakers, Grades 4-6.
YR (month/year) 79
IN Educational Testing Service, Princeton, N.J. Test Collection. (BBB09333)
GS U.S.; New Jersey
IS N
LG English
PT 131; 055
AV Test Collection, Educational Testing Service, Princeton, New Jersey 08540
NT 10 p.
DE Annotated Bibliographies; *Spanish Speaking; Spanish; English (Second Language); Intermediate Grades; *Standardized Tests; Language Dominance; Language Proficiency; *Cultural Awareness; *Self Concept; *Language Tests; *Intelligence Tests
AB The 51 tests included in this annotated bibliography are designed for use with Spanish-speaking students in grades 4-6. The tests relate to language, self-concept, intelligence, and culture. Entries, listed alphabetically by test title, provide author, copyright date, grade level, publisher, and annotation for each test. A list of 29 publishers' addresses is given. (CCM)
DT 810604
CP N

AN 007782
TI Descriptive Bibliography of Bilingual Tests for the Secondary Level.
YR (month/year) Mar80
AU Terdy, Dennis, comp.
IN Bilingual Education Service Center, Arlington Heights, Ill. (BBB09519)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Illinois
IS N
LG English
PT 131; 055; 142
AV National Origin Desegregation Component, Office of Equal Educational Opportunity, New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey 08625
NT 26 p.
Rev. ed.
DE Standardized Tests; *Language Tests; Secondary Education; *Bilingual Students; *Spanish Speaking; Spanish; Measures (Individuals); Interest Inventories; Personality Measures; *Achievement Tests; Self Concept; Language Proficiency; Attitude Measures; *Intelligence Tests; *English (Second Language); Aptitude Tests; Test Reviews

AB The 40 bilingual tests included in this annotated bibliography are designed for Spanish bilingual students at the secondary level. The instruments include English as a second language (ESL) proficiency tests, aptitude tests, occupational interest surveys, tests of general ability and intelligence, a self-concept inventory, achievement tests, an attitudinal survey, and a personality test. Each entry includes author(s), grade range, whether administered by group or individually, administration time, language, where available, and an annotation. (CCM)
DT 810610
CP N
GV State

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